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ABSTRACT

A questionnaire and on the site survey was made of the state funded adult basic education (ABE) programs in Massachusetts to determine whether they were meeting the needs of the eligible population. Data were gathered from a sample of ABE administrators, teachers, counselors, and students and statistically analyzed. In addition an ABE dissemination seminar was held in Boston which dealt with the problem areas of funding, recruiting, curriculum, and communications. Correlations between the attitudes of the parts of the population samples were examined through multivariate analysis. Particular attention was given to teacher attitudes toward various possible ABE teaching roles in relation to the role of the other professionals involved. A series of recommendations based on the findings were made. Appendices included material relating to the dissemination seminar and the questionnaires used in the study. (DM)

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AN EVALUATION OF ADULT BASIC EDUCATION PROGRAMS IN MASSACHUSETTS

AUGUST 1970

Prepared for the
Massachusetts Department of Education
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By the
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PREFACE

In his poem entitled "Death of a Hired Hand," Robert Frost beautifully depicted the plight of many citizens of Massachusetts, and indeed, the world when he wrote:

"Nothing to look backward to with pride,
Nothing to look forward to with hope..."

The goal of Adult Basic Education programs in Massachusetts is to build through educational means a new hope for the future for the more than 600,000 functionally illiterate citizens residing within the Commonwealth. In September of 1969, the Bureau of Civic Education of the Massachusetts Department of Education awarded a contract to the University of Massachusetts, School of Education, for the purpose of studying these programs and determining the degree to which they were meeting their objectives. The results of this study are contained in this report along with suggestions and recommendations for improvement.

Every aspect of the project design, from conceptualization of the intent of the contract and the coordination of efforts of all the staff concerned with its implementation, to the writing of the final report, was under the able direction and leadership of the Project Coordinator, Mr. Mark H. Rossman.

DCJ:mer

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ACKNOWLEDGEMENTS

On behalf of the faculty and staff of the School of Education, University of Massachusetts, I would like to thank Mr. Rene J. Bouchard, Bureau Chief, Bureau of Civic Education, Massachusetts Department of Education and Miss Mary Bodanza, Adult Basic Education Projects Coordinator, Massachusetts Department of Education, for awarding us the contract to complete this report. I have enjoyed working with Rene and Mary and their entire staff of Adult Basic Education supervisors.

I would also like to thank and acknowledge the work of the Project Team from the School of Education: Miss Hazel Neave and Mr. Robert Stevens, Interviewers, Mr. Michael Haggerty, Programmer, Dr. John Emrick, Statistician-Evaluator and Mrs. Maxine Rossman, Research Assistant.

Special thanks are also given to Dr. Richard Cortright and Mr. James Dorland, consultants from NAPCAE (the National Association for Public Continuing and Adult Education) for their time and assistance in every phase of the report.

The contributions of Dr. William C. Wolf, Jr., Professor of Education and member of the State Advisory Board to Adult Basic Education and Dr. Daniel C. Jordan, Professor of Education, also merit attention and thanks as without their guidance and direction, the project would have been most difficult to complete.

Finally, a special debt of gratitude must be given to the local Directors, Teachers, Counselors and Students in the Adult Basic Education programs without whose assistance this report could not have been written. Their candor and willingness to assist us was truly appreciated.

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INTRODUCTION

On February 5, 1965, Adult Basic Education commenced operations in Massachusetts. As stated in Section 212 of the Economic Opportunity Act of 1964, Title II, Part B, Public Law 88-452, the original purpose of this legislation was :

> "...to initiate programs of instruction for individuals who have attained eighteen years of age and whose inability to read and write the English Language constitutes a substantial impairment to their ability to get or to retain employment commensurate with their real ability, so as to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment and making them better able to meet their adult responsibilities."

In the ensuing years, a familiar pattern of Adult Basic Education in the United States has emerged. Namely, continuing evening school opportunities are usually in urban centers while funded project-oriented opportunities are elsewhere. Money generated at the local level assures sustenance of activities in the former category whereas the acquisition of private, state and federal funds all too often determine the scope of activities in the latter category.

Specific program offerings in either case tend to be subject to the whims of available personnel, materials and facilities; prior knowledge of students is usually sketchy and reliable sources of trained Adult Basic Education teachers are scarce. It is not unreasonable to observe that current attempts, perhaps because of these and similar attempts, may only infrequently serve the needs of earmarked populations. Such an observation of program impact needs to be better understood.

This study, therefore, is an attempt to ascertain the degree to which current local and state operations are meeting the needs of people eligible for Adult Basic Education opportunities.

METHODOLOGY

Once the Project Team was established, a PERT chart was developed indicating the time sequence to be adhered to by staff members. Conceptualization, field testing and subsequent revisions of instrumentation needed to acquire and to process data appropriate to the evaluation, were due to be completed by mid January, 1970. Questionnaires were to be sent to all teachers, counselors and directors in Adult Basic Education programs in the Commonwealth. Based on an analysis of the data, follow-up and on-site interviews were scheduled from the end of January, 1970 through the end of March, 1970. The purpose of these interviews was threefold:

1. It was hoped to be able to follow-up on emerging trends as the initial analysis revealed them and,
2. It was hoped to interview students to ascertain their reactions, impressions and feelings regarding the ABE program and,
3. It was hoped to interview Directors, Supervisors, Department Heads and other personnel in administrative positions in agencies dealing with the Adult Basic Education target population. These interviews were to provide a qualitative means of assessing interaction between ABE programs and other programs serving the indigenous population.

From April 1 - May 15, 1970, the Project Team planned to tabulate, compile and analyze the data in preparation for two Dissemination Seminars. The purpose of the Dissemination Seminars was as follows:

1. To elicit suggestions and recommendations to emerging trends from practitioners and,
2. To elicit suggestions and recommendations from the personnel on the State Advisory Committee to Adult Basic Education.

Final analysis of data and details relating to the preparation of the final report were scheduled for June 1- August 24, 1970. The final report was due August 31, 1970.

A myriad of problems prevented the PERT chart from being strictly adhered to. For example, the contract was not fully signed and legalized for some twenty-six weeks after the date of commencement. As a result, funds were not available for the preparation of the questionnaires, mailings, on-site interview expenses or similar items requiring immediate payment.

Accordingly, as soon as the questionnaires were conceptualized , field tested and revised to their finalized form, they were sent to all teachers, counselors and directors in ABE programs. This was not completed until February 16, 1970. The accompanying letter requested the return of the questionnaire by March 16. As time did not permit an analysis of the data prior to field interviewing; twenty-two communities were selected for visitations.

The purpose of the on-site visitations was to speak with students and to determine their perceptions of their ABE program and to assess the degree of interaction between the local ABE program and the Community. It was felt that interviewing students would be more advantageous than sending questionnaires. It was the experience of the project team that questionnaires sent to ABE

students are often viewed as a threat thereby increasing the possibility that the student will not return to the program. As we did not wish to create any undue concern, we selected this method of obtaining information from the students.

We also hoped to select a ramdom sample of students with varying abilities. Questionnaires sent to students would likely be completed by students with sufficient reading ability to complete the form thereby eliminating beginners, those with an aversion or fear of completing form or the foreign speaking resident.

An explicit charge to the project staff was to determine the degree of interaction between the local ABE program and other agencies dealing with essentially the same population. The field interview staff spoke with directors and other agency personnel of MDTA (Manpower Development Training Act), WIN (Work incentive), DES (Division of Employment Security), CAMPS (Coordinated Area Manpower Planning Service) and other similar organizations.

Once the interviews were completed and the questionnaires returned, the results were keypunched and programmed utilizing the Statistical Package for the Social Science model. A superficial, initial analysis was completed for the Dissemination Seminar held at the Townhouse Hotel, 84 Beacon Street, Boston on June 12, 1970.

Only one seminar was conducted. As mentioned, the original intent was to hold two; one for the personnel in the Eastern portion of the State and another for those west of Worcester. An analysis of the localities of

Adult Basic Education programs reveals that only six communities west of Worcester sponsor ABE programs. It was felt that the additional expense of another seminar was not justified.

DISSEMINATION SEMINAR

The primary purpose of the Dissemination Seminar, held at the Townhouse Hotel in Boston, Massachusetts on June 12, 1970, was to distribute preliminary findings to Adult Basic Education practicioners, members of the State Advisory Board for Adult Basic Education, key officials of other agencies dealing with the ABE population and other individuals with interests in the field and to incorporate their suggestions and reactions as part of the final report. The names of those in attendance appear in the Appendix, Exhibit A.

The program was recorded entirely on tape. The program agenda appears in the Appendix, Exhibit B. Following a welcome by Mr. Rene J. Bouchard, Bureau Chief, Adult Civic Education, Massachusetts Department of Education, and Dr. William C. Wolf's introduction of the Interview Teams, Dr. Dwight W. Allen, Dean of the School of Education, University of Massachusetts, delivered an address entitled "Adult Basic Education - Its Relationship to the University of Massachusetts."

Dr. Allen stated that he felt the University has an obligation to serve public education. He viewed ABE as being in a transitional and developmental period; a time in which traditional orthodoxies regarding regular and adult education should be broken. One of the most basic factors, he felt, is to get rid of the notion that education ends. Many educational programs are likely to be outmoded before they are completed. As educators, we have to

bridge that part of the educational program. Dr. Allen seemed to feel that one part of the bridge could be Adult Basic Education.

"One trouble with ABE," said the Dean, "is that there are too many sets; too many standard expectations about how people learn, or, even more importantly, how they don't learn."

Dr. Allen stated that diversity of human experience has to be fed into educational programs. By utilizing diverse experiences, some marginal students would probably make very good teachers as it is virtually impossible to live and collect relevant life experiences that would not be valuable to other people.

What is needed, Dr. Allen said, is "... to create a legitimate learning climate where this diversity is reflected." He further said that the need for professional expertise is still needed but that he "would like to define the area, level and type of service that professional educators might perform in dramatically different ways than has been the custom."

He continued to describe the need for more diverse alternatives in terms of time, location, student body and juxtapositions of resources for the construction of ABE programs. As an example of such alternatives, the University of Suffix, England, where 400,000 are anticipated to enroll in a televised ABE program, was cited. He concluded this segment of his talk by saying that it was his feeling that our horizons are not very high, primarily because our orthodoxies or expectations are far too severe.

In speaking about relationships with the State Department of Education, Dean Allen stated that he "...would welcome the opportunity to work more closely with the State Department of Education ... but it will take a level of involvement ... interest ... and risk ... that we've not, as a State, shown an inclination towards in the near past."

The Dean then dreamed a dream of his hopes for future ABE programs. He sees them as being more concerned with critical and analytical rather than basic skills as he feels that basic literary and computational skills, as such, are becoming less important than oral communication skills. Present programs probably spend little time developing such critical and analytical skills, which, he feels, are critical skills of citizenship. He was concerned that present monies to vocational programs are distorted in terms of their application. For example, approximately 82% of the funds for vocational education in this State are spent on less than 3% of the population. He sees the clientelle of ABE as the entire adult population and ABE is not serving that population. Serving leisure time activities should become a major objective of ABE programs as the constructive use of leisure time may be the answer to holding or not holding the constructive fabric of our society together. Finally, programs that would encourage interaction between the generations should be a major focus of future ABE programs.

A question and answer period followed wherein Dr. Allen elaborated on points made in his presentation.

Following this segment of the program, the presentation of initial data collected by the Interview Team was made. All present were given a packet of material containing a Director, Teacher and Counselor questionnaire completed to reflect average or mean scores. (See Appendix, Exhibits C, D, and E). Four previously determined, ramdomly selected, heterogeneous groups were asked to react to the following:

1. What did they feel was the most significent data?
2. What more did they want regarding the data?

The reports made by the group leaders concentrated more on interpretation of points made in the questionnaires rather than on concrete suggestions regarding the data. The feedback provided was meaningful in that it provided structure and content for the final report as well as providing insights into the types of content desired. Specific recommendations from these groups have been synthesized and incorporated into various sections of this report.

The afternoon session consisted of reactions and suggestions of four previously determined groups of similar interests responding to problem areas as determined by the initial analysis of the data. The four main problem areas were:

1. Recruiting
2. Communications
3. Curriculum
4. Funding

When describing the tasks involved, each group was asked to attempt to provide meaningful solutions to the problem areas as defined above. The suggestions of each group are reported as follows:

Recruitment:

1. This group felt that a quality program is the key to successful recruiting. Therefore, each director should do everything possible to assure that he has such a program.

2. It was felt that many people did not know that Adult Basic Education is in existence. To correct this problem, a Statewide program of publicity and image building should be implemented immediately. This program should be conducted by professional public relations personnel.

3. It was noted that 8.6% of the directors responding to the questionnaires felt that their programs were successful in the recruitment of new students. It was suggested that the State Department of Education, Bureau of Civic Education, act as a home base for this information. It should be their function to gather this information and disseminate it to the various directors.

4. It was the feeling of this group that teachers should be considered as part of the recruiting program. While it acknowledged that the primary responsibility of the teacher is to teach, they suggested that the teacher should be made aware of his responsibility to recruit additional students.

Communication:

1. This group seemed to feel that the greatest problem of communication centered on the relationship between ABE and Community Action

Programs (CAP). They felt that CAP programs seem to have little trust in the school systems.

2. To correct this situation, the Bureau of Civic Education should encourage greater cooperation between CAP and local school systems. A series of seminars for the purpose of discussing problems and their solutions was suggested.

3. It was felt by this group that a feeling of competitiveness exists between ABE and CAP. This might be due to a difference in the orientations of the two agencies.

4. A bulletin depicting instances wherein the two agencies have worked together successfully might be prepared and distributed.

Curriculum: (This group reacted to their assigned problem as well as to other areas of concern. Their suggestions are reported accordingly).

1. The curriculum should be able to meet the needs of all students in the Community.

2. The curriculum should be flexible enough to meet the individual needs of each student.

3. Teachers should be expected to come to school early enough for them to prepare their own material. The greater use of clerical help in this regard was noted.

4. This group was also concerned with the counseling role as it relates to the general curriculum. They felt that more time should be spent counseling and less time spent administering tests.

5. It was their feeling that the curriculum must relate to employment goals. The counselor should be charged with the responsibility of discovering the employment goal of each student.

6. A suggestion for more full time counselors was made.

7. Regarding recruitment, the group felt that successful students are the best recruiters. Therefore, it was suggested that indigenous field recruiters, living in the local communities be hired and used.

8. A recruitment handbook, localized for each community should be developed. Among its listings should be a list of all the media of publicity available in the particular Community.

Funding:

1. Programs should not be started prior to receiving funds.

2. The possibilities of local funding should be explored as a means of alternative funding or in the event that funding through the Massachusetts Department of Education, Bureau of Civic Education, should terminate. Such alternatives suggested by this group were the local school systems, NAB-JOBS, CAMPS, etc.

3. This group suggested that it would be appreciated if the Bureau of Civic Education would be more specific regarding the date of receipt of allocated moneys.

4. It is of critical importance that teachers be paid as scheduled by the local program. It was suggested that directors allocate the highest priority to this item.

5. A suggestion was made regarding the regionalizing of funding procedures.

At 4:00 P.M. the events of the day were concluded with a summary by Mr. James R. Dorland, Executive Secretary of the National Association for Public Continuing and Adult Education (NAPCAE).

DATA FROM THE ON-SITE INTERVIEWS

The evaluation design provided for a team of interviewers to traverse the State of Massachusetts for the following purposes:

1. To interview students and to elicit their reactions, suggestions and comments to the Adult Basic Education program.

2. To provide follow-up interviews with Adult Basic Education Teachers, Counselors and Directors. It was hoped that initial analysis of the data would determine emerging trends as applied to certain geographic locations or to cities of similar populations or composition. The interviewers were to speak with the teachers, directors and counselors as an additional means of collecting data for the final report.

3. To interview Directors, Supervisors, Department Heads and other personnel in administrative positions in agencies dealing with the ABE population. These interviews were to provide a qualitative means of assessing interaction between Adult Basic Education programs and other programs serving the target population.

The majority of the on-site interviews concentrated on points one and three above. As stated previously, a time factor prevented an analysis of the data prior to the scheduling of the field interviews.

Twenty-two localities were randomly selected and visited. They were:

Salem

Haverhill

Lawrence

Lowell

Grafton

Bellingham

Waltham

Newton

Watertown

Boston

Cambridge

Sharon

Attleboro

Taunton

Brockton

Duxbury

Plymouth

Springfield

Holyoke

Northampton

Greenfield

Bridgewater MCI

These cities and towns each had at least an Adult Basic Education program or a program dealing with the target population. As often as possible, the interviewers attempted to visit the non-ABE program during the day and visit the Adult Basic Education program in the evening.

Approximately 250 or 3.5% of the total Adult Basic Education student population was interviewed. They were interviewed either singly or in groups. As an attempt to encourage honesty and candor, the teachers were asked not to be present. In some instances, where it was not appropriate, this request was not adhered to.

No attempt was made to interview former students or graduates of the programs. Again, time limitations precluded this important function. It would be suggested that future follow-up evaluations include this in their design.

The interviewers concluded that the vast majority of the students liked their classes and felt that their needs were being met. The general tone of the student responses were warm and appreciative of the efforts being expended on their behalf.

Students were not critical of the goals of the program. Their concerns seemed to center on the lack of adequate time, and in some instances, on the lack of adequate material.

The stigma of attending Adult Basic Education classes was made manifest on many occasions. Many students were initially reluctant to enroll in classes as they were hesitant of telling friends or family that they were entered on the rolls of "basic education" classes. Once in attendance, their previous perceptions were usually dissipated. Upon probing the idea of the stigma attached to ABE, many students objected to being in the same class rooms at night as their children used during the day.

With few exceptions classes were observed to be small, usually no more than 12 - 15 per class. Students seemed to feel that their teachers were giving them sufficient individual attention. When asked how they would change the program of they were in charge or what, specifically, they would change, students were somewhat ambiguous, mentioning that they liked their classes or that they would not change anything. As they became convinced that the interviewers were not charged with the authority to change anything and as they were told that the team only wanted their opinions, some became more open and gregarious. Many students mentioned that they would like to have their teachers available more nights than they were presently meeting.

Students were asked how they viewed their teachers. Usually students avoided a direct response to this question as they did not wish to hurt the feelings of the teacher or felt that they had no right to be critical. However, if the interviewer felt it was appropriate, the question was pursued. A minority of the students did respond. They tended to view their teachers as the one without whom they could not have learned. Most students did not realize that it was they who had the ability to learn and that the teacher brought this ability to the fore.

The role of the Adult Basic Education Guidance Counselor was explored with the students. Approximately 100 students responded. Many students do not appear to understand the role of the counselor. Frequently students expressed a degree of reluctance in going to the counselor with a problem of any sort as they were not certain of what he is there for. When asked what they viewed as his main role, students usually responded that he was a "test giver."

DATA FROM DIRECTOR QUESTIONNAIRES

Director Questionnaires were sent to forty four Directors. Of this number thirty six were returned, thirty from male directors and six from female directors. The average age is forty four years. They are a well educated group with twenty three (67.7%) possessing a Masters Degree or more. (See Chart 1).

CHART 1

HIGHEST DEGREE ATTAINED

Count / Row Pct / Col Pct / Tot Pct	B.S. or B.A. Degree	M.S. or M.A. Degree	C.A.G.S. or EdD Degree	Row Total
Age in years				
20-30	1 50.0 9.1 2.9	0 0.0 0.0 0.0	1 50.0 25.0 2.9	2 5.9
30-40	1 8.3 9.1 2.9	10 83.3 52.6 29.4	1 8.3 25.0 2.9	12 35.3
40-50	7 53.8 63.6 20.6	5 38.5 26.3 14.7	1 7.7 25.0 2.9	13 38.2
50-60	1 16.7 9.1 2.9	4 66.7 21.1 11.8	1 16.7 25.9 2.9	6 17.6
over 60	1 100.0 9.1 2.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.9
Column Total	11 32.4	19 55.9	4 11.8	34 100.0

Number of missing observations 2

Twenty five (73.5%) do not direct other Adult Education programs. Thirty one (93.9%) do not teach in addition to their responsibilities as directors of ABE programs. Twenty two (64.7%) have been in the field of Adult Basic Education for three or more years. (See Chart 2).

CHART 2

HOW MANY YEARS HAVE YOU BEEN EMPLOYED IN ADULT BASIC EDUCATION PROGRAMS?

Count / Row Pct / Col Pct / Tot Pct	0-1 Years	1-2 Years	2-3 Years	3-4 Years	4-5 Years	5+ Years	Row Total
e n years	0	1	0	0	1	0	2
	0.0	50.0	0.0	0.0	50.0	0.0	5.9
20-30	0.0	33.3	0.0	0.0	14.3	0.0	
	0.0	2.9	0.0	0.0	2.9	0.0	
	2	1	2	4	2	1	12
	16.7	8.3	16.7	33.3	16.7	8.3	35.3
30-40	33.3	33.3	66.7	50.0	28.6	14.3	
	5.9	2.9	5.9	11.8	5.9	2.9	
	4	1	0	1	1	6	13
	30.8	7.7	0.0	7.7	7.7	46.2	38.2
40-50	66.7	33.3	0.0	12.5	14.3	85.7	
	11.8	2.9	0.0	2.9	2.9	17.6	
	0	0	0	3	3	0	6
	0.0	0.0	0.0	50.0	50.0	0.0	17.6
50-60	0.0	0.0	0.0	37.5	42.9	0.0	
	0.0	0.0	0.0	8.8	8.8	0.0	
	0	0	1	0	0	0	1
	0.0	0.0	100.0	0.0	0.0	0.0	2.9
over 60	0.0	0.0	33.3	0.0	0.0	0.0	
	0.0	0.0	2.9	0.0	0.0	0.0	
Column Total	6	3	3	8	7	7	34
	17.6	8.8	8.8	23.5	20.6	20.6	100.0

lumber of missing observations 2

Of the Directors responding, twenty one (61.8%) have had no prior experience teaching ABE classes. Still fewer (94.1%) have had no experience as ABE counselors. Thirty one (91.2%) have the necessary requirements for State certification as a day school administrator. (See Chart 3).

CHART 3

DO YOU HAVE THE NECESSARY REQUIREMENTS FOR STATE CERTIFICATION AS A DAY SCHOOL ADMINISTRATOR?

Count / Row Pct / Col Pct / Tot Pct	Yes	No	Row Total
Age in years			
20-30	1 50.0 3.2 2.9	1 50.0 33.3 2.9	2 5.9
30-40	11 91.7 35.5 32.4	1 8.3 33.3 2.9	12 35.3
40-50	13 100.0 41.9 38.2	0 0.0 0.0 0.0	13 38.2
50-60	5 83.3 16.1 14.7	1 16.7 33.3 2.9	6 17.6
over 60	1 100.0 3.2 2.9	0 0.0 0.0 0.0	1 2.9
Column Total	31 91.2	3 8.8	34 100.0

Number of missing observations 2

Directors were asked to report the number of hours per week that they devote to their responsibilities as directors of their ABE program. Twenty one (58.3%) spent six to ten hours per week while nine (25%) reported spending twenty hours per week or more as ABE directors. (See Chart 4).

CHART 4

HOW MANY HOURS PER WEEK DO YOU SPEND AS DIRECTOR OF YOUR ABE PROGRAM?

Count / Row Pct / Col Pct / Tot Pct	0-5 Hours	6-10 Hours	11-15 Hours	16-20 Hours	20+ Hours	Row Total
Male Directors	4 13.3 100.0 11.1	7 56.7 81.0 47.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	9 30.0 100.0 25.0	30 83.3
Female Directors	0 0.0 0.0 0.0	14 66.7 19.0 11.1	1 16.7 100.0 2.8	1 16.7 100.0 2.8	0 0.0 0.0 0.0	6 16.7
Column Total	4 11.1	21 58.3	1 2.8	1 2.8	9 25.0	36 100.0

Number of missing observations 0

In addition to their experience in Adult Basic Education, directors were asked how many years they were employed in Adult Education programs excluding ABE. Eight (24.2%) had less than one year of experience while twelve (36.4%) had more than ten years of experience. (See Chart 5)

CHART 5

HOW MANY YEARS EXPERIENCE DO YOU HAVE IN ADULT EDUCATION PROGRAMS EXCLUDING ABE?

Count / Row Pct / Col Pct / Tot Pct	0-1 Year	2-4 Years	4-6 Years	6-8 Years	8-10 Years	10+ Years	Row Total
e in years							
20-30	1 50.0 12.5 3.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 33.3 3.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 6.1
30-40	2 18.2 25.0 6.1	4 36.4 100.0 12.1	3 27.3 75.0 9.1	1 9.1 33.3 3.0	1 9.1 50.0 3.0	0 0.0 0.0 0.0	11 33.3
40-50	3 23.1 37.5 9.1	0 0.0 0.0 0.0	1 7.7 25.0 3.0	1 7.7 33.3 3.0	1 7.7 50.0 3.0	7 53.8 58.3 21.2	13 39.4
50-60	2 33.3 25.0 6.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 66.7 33.3 12.1	6 18.2
over 60	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 8.3 3.0	1 3.0
Column Total	8 24.2	4 12.1	4 12.1	3 9.1	2 6.1	12 36.4	33 100.0

Number of missing observations 3

Recruiting students was an area of concern. Directors were asked to rate their programs in terms of effectiveness. Two (6.1%) felt their programs were "very effective", eighteen (54.5%) felt their programs were "effective" while thirteen (39.4%) rated their recruitment programs as "not very effective." (See Chart 6).

CHART 6

HOW EFFECTIVE IS YOUR RECRUITMENT PROGRAM?

Age in years (Count / Row Pct / Col Pct / Tot Pct)	Very Effective	Effective	Not Very Effective	Row Total
20-30	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 15.4 6.1	2 6.1
30-40	0 0.0 0.0 0.0	6 54.5 33.3 18.2	5 45.5 38.5 15.2	11 33.3
40-50	2 15.4 100.0 6.1	7 53.8 38.9 21.2	4 30.8 30.8 12.1	13 39.4
50-60	0 0.0 0.0 0.0	4 66.7 22.2 12.2	2 33.3 15.4 6.1	6 18.2
over 60	0 0.0 0.0 0.0	1 100.0 5.6 3.0	0 0.0 0.0 0.0	1 3.0
Column Total	2 6.1	18 54.5	13 39.4	33 100.0

Number of missing observations 3

Those directors who considered their programs as effective felt that it was due to their programs having Community support and the personal contact expended by the ABE personnel in recruiting students.

How essential are Summer Institutes for the training of ABE teachers, counselors and directors? Eighteen (52.9%) directors reported that one or more of their teachers had attended a Summer Institute for ABE teachers. Of the number reporting, six felt it was "absolutely essential" for their teachers, eleven felt it was "essential" and one felt it was "not very essential."

Twelve directors (38.8%) reported that one or more of their counselors had attended a Summer Institute for ABE Counselor Training. Of the number reporting, two felt it was "absolutely essential" for their counselors, seven felt it was "essential" and three felt it was "not very essential."

Eight directors (24.3%) reported that they had attended a Summer Institute for ABE directors. Two felt that it was "absolutely essential" while six felt it was "essential." It should be noted that twenty five (75.8%) of the directors reporting had never attended a Summer Institute for ABE directors.

Directors were asked if adequate provisions were offered by the Bureau of Civic Education of the State Department of Education for the training of ABE teachers. Of the thrity five directors responding, twenty seven (77.1%) gave an affirmative response while eight (22.9%) felt that adequate provisions were not offered by the Bureau of Civic Education. (See Chart 7).

CHART 7

ARE ADEQUATE PROVISIONS OFFERED FOR THE TRAINING OF ABE TEACHERS BY THE BUREAU OF CIVIC EDUCATION?

Count / Row Pct / Col Pct / Tot Pct	Yes	No	Row Total
Male directors	21 72.4 77.8 60.0	8 27.6 100.0 22.9	29 82.9
Female directors	6 100.0 22.2 17.1	0 0.0 0.0 0.0	6 17.1
Column Total	27 77.1	8 22.0	35 100.0
Number of missing observations			1

Asked if adequate provisions were offered by the Bureau of Civic Education of the Massachusetts Department of Education for the training of ABE counselors, eighteen (54.5%) of the thirty five directors responding felt that adequate provisions were being offered by the Bureau. (See Chart 8).

CHART 8

ARE ADEQUATE PROVISIONS OFFERED FOR THE TRAINING OF ABE COUNSELORS BY THE BUREAU OF CIVIC EDUCATION?

Count / Row Pct / Col Pct / Tot Pct	Yes	No	Row Total
Male directors	13 46.4 72.2 72.2	15 53.6 100.0 45.5	28 84.8
Female Directors	5 100.0 27.8 15.2	0 0.0 0.0 0.0	5 15.2
Column Total	18 54.5	15 45.5	33 100.0
Number of missing observations			3

When asked if adequate provisions were offered by the Bureau of Civic Education of the State Department of Education for the preparation of ABE directors, eighteen (51.4%) felt that adequate provisions were being offered, while seventeen (48.6%) of the directors responding felt that adequate provisions were not being offered by the Bureau. (See Chart 9).

CHART 9

ARE ADEQUATE PROVISIONS OFFERED FOR THE TRAINING OF ABE DIRECTORS BY THE BUREAU OF CIVIC EDUCATION?

Count / Row Pct / Col Pct / Tot Pct	Yes	No	Row Total
Male Directors	14 46.7 77.8 40.0	16 53.3 94.1 45.7	30 85.7
Female Directors	4 80.0 22.2 11.4	1 20.0 5.9 2.9	5 14.3
Column Total	18 51.4	17 48.6	35 100.0

Number of missing observations 1

Directors were asked how frequently they conferred with directors from MDTA (Manpower Development Training Act), WIN (Work Incentive), CEP (Concentrated Employment Program), CAP (Community Action Program) and DES (Division of Employment Security). The degree of interaction is greatest at the director level between ABE and DES, CAP and MDTA, respectively (See Chart 10).

CHART 10

HOW OFTEN DO YOU CONFER WITH DIRECTORS FROM THE FOLLOWING AGENCIES?

MDTA (Manpower Development Training Act)

never 42.4% sometimes 36.4% often 21.2%

WIN (Work Incentive)

never 70.0% sometimes 23.3% often 6.7%

CEP (Concentrated Employment Program)

never 76.9% sometimes 19.2% often 3.8%

CAP (Community Action Program)

never 18.2% sometimes 51.5% often 30.3%

DES (Division of Employment Security)

never 11.8% sometimes 50.0% often 38.2%

Directors were asked to list the most critical problems faced as an ABE director. Of the twenty three responding, seven (30.4%) felt that funding was the most critical problem. Five (21.7%) list recruitment as a major area of concern. Other problems listed were transportation, curriculum and communications.

When asked if the Bureau of Civic Education of the State Department of Education was helpful in the resolution of these problems, thirteen directors (48.1%) of the twenty seven responding felt the BCE was helpful while fourteen (51.9%) felt that the Bureau of Civic Education was not helpful.

Asked if they would want the assistance of the Bureau of Civic Education in the resolution of the problems cited, twenty five (96.2%) of twenty six directors responded that they would.

DATA FROM COUNSELOR QUESTIONNAIRES

Counselor Questionnaires were sent to fifty four Guidance Counselors. Of that number, twenty seven (59.3%) were returned, twenty three from male counselors and four from female counselors. The average age of the ABE guidance counselor is 42.48 years. Twenty (76.9%) have Masters Degrees or more. (See Chart 11).

CHART 11

HIGHEST DEGREE ATTAINED

Count / Row Pct / Col Pct / Tot Pct	BS or BA Degree	MS or MA Degree	C.A.G.S. or 6th. yr. dip.	PhD or EdD	Row Total
Male Counselors	4 19.2 66.7 15.4	13 59.1 86.7 50.0	4 18.2 100.0 15.4	1 4.5 100.0 3.8	22 84.6
male Counselors	2 50.0 33.3 7.7	2 50.0 13.3 7.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 15.4
Column Total	6 23.1	15 57.7	4 15.4	1 3.8	26 100.0

Number of missing observations 1

Of the counselors responding, nine (33.3%) have had experience as a regularly scheduled Adult Basic Education teacher. Sixteen (69.5%) have been ABE guidance counselors for three or more years. (See Chart 12).

CHART 12

HOW MANY YEARS HAVE YOU BEEN AN ABE GUIDANCE COUNSELOR?

Count / Row Pct / Col Pct / Tot Pct	one year	two years	three years	four years	five years	Row Total
Age in years						
20-30	1 25.0 33.3 4.3	1 25.0 25.0 4.3	2 50.0 33.3 8.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 17.4
30-40	1 14.3 33.3 4.3	0 0.0 0.0 0.0	2 28.6 33.3 8.7	3 42.9 42.9 13.0	1 14.3 33.3 4.3	7 30.4
40-50	1 16.7 33.3 4.3	3 50.0 75.0 13.0	0 0.0 0.0 0.0	2 33.3 28.6 8.7	0 0.0 0.0 0.0	6 26.1
50-60	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 16.7 4.3	2 40.0 28.6 8.7	2 40.0 66.7 8.7	5 21.7
over 60	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 16.7 4.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.3
Column Total	3 13.0	4 17.4	6 26.1	7 30.4	3 13.0	23 100.0

Number of missing observations 4

Counselcrs were asked to indicate their educational responsibilities in addition to their being an ABE counselor. Six (22.2%) were day school teachers. Thirteen (48.1%) were day school guidance counselors. The remaining eight (29.7%) had administrative responsibilities.

Who determines initial grade or group placement? Of the twenty three counselors responding to this question, sixteen (69.6%) indicated that it was their responsibility. (See Chart 13).

CHART 13

DO YOU DETERMINE INITIAL GRADE OR GROUP PLACEMENT?

Age in years	Yes	No	Row Total
20-30	4 80.0 25.0 17.4	1 20.0 14.3 4.3	5 21.7
30-40	7 87.7 43.8 30.4	1 12.5 14.3 4.3	8 34.8
40-50	2 50.0 12.5 8.7	2 50.0 28.6 13.0	4 17.4
50-60	2 40.0 12.5 8.7	3 60.0 42.9 13.0	5 21.7
over 60	1 100.0 6.3 4.3	0 0.0 0.0 0.0	1 4.3
Column Total	16 69.6	7 30.4	23 100.0

Number of missing observations 4

Count
Row Pct
Col Pct
Tot Pct

When asked how they determined initial grade or group placement, seventy five percent (75%) indicated that a standardized test was one method of determining grade or group placement. The tests most frequently used for this purpose are seen in Chart 14 below.

CHART 14

HOW DO YOU DETERMINE INITIAL GRADE OR GROUP PLACEMENT?

Name of test	Number using test	Percentage using test
California Mental Maturity	2	10.0
ABLE I&II	7	35.0
WRAT	3	15.0
METRO Achievement	1	5.0
California Achievement	1	5.0
Stanford Achievement	2	10.0
SRA	1	5.0
Botell Reading	3	15.0
	27	100.0

To determine a students progress within his group, the standardized test is the most frequently used method, being utilized 73.0% of the time. The most frequently mentioned standardized tests being used for this purpose are the Otis (23.8%) and the ABLE I & II (19.0%).

Counselors were asked if they had ever attended a Summer Institute for ABE Guidance Counselors. Nine counselors (37.6%) of twenty four indicated that they had been in attendance. One counselor (4.2%) felt that it was "absolutely essential", seven (29.2%) felt it was "essential" and one (4.2%) felt it was "absolutely non-essential" for their performance as ABE counselors.

Five (21.7%) of twenty three had attended a Summer Institute for Adult Basic Education teachers. (See Chart 15).

CHART 15

HAVE YOU EVER ATTENDED A SUMMER INSTITUTE FOR ADULT BASIC EDUCATION TEACHERS?

Age in years	Count / Row Pct / Col Pct / Tot Pct	Yes	No	Row Total
20-30		0 0.0 0.0 0.0	5 100.0 27.8 21.7	5 21.7
30-40		1 14.3 20.0 4.3	6 85.7 33.3 26.1	7 26.1
40-50		1 16.7 20.0 4.3	5 83.3 27.8 21.7	6 26.1
50-60		3 60.0 60.0 13.0	2 40.0 11.1 8.7	5 21.7
Column Total		5 21.7	18 78.3	23 100.0

Number of missing observations 4

Two (9.1%) of twenty two counselors had attended a Summer Institute for Adult Basic Education directors. (See Chart 16).

CHART 16

HAVE YOU EVER ATTENDED A SUMMER INSTITUTE FOR ADULT BASIC EDUCATION DIRECTORS?

Count / Row Pct / Col Pct / Tot Pct	Yes	No	Row Total
Age in years			
20-30	1 20.0 50.0 4.5	4 80.0 20.0 18.2	5 22.7
30-40	0 0.0 0.0 0.0	7 100.0 35.0 31.8	7 31.8
40-50	0 0.0 0.0 0.0	6 100.0 30.0 27.3	6 27.3
50-60	1 25.0 50.0 4.5	3 75.0 15.0 13.6	4 18.2
Column Total	2 9.1	20 90.9	22 100.0

Number of missing observations 5

The reasons why students attend ABE classes were probed. Counselors were asked their opinion regarding the reasons students participate in ABE programs. Twenty (76.9%) of the twenty six counselors felt that fifty percent of the students enrolled for reasons of "concern for his illiteracy." Twenty two (84.6%) of the twenty six counselors felt that more than fifty percent of the students enrolled for reasons of"self improvement." Twelve (46.2%) felt that "all" students enrolled for this reason. (See Chart 17).

CHART 17

HOW MANY STUDENTS ENROLL FOR REASONS OF SELF IMPROVEMENT?

Count / Row Pct / Col Pct / Tot Pct	A Few	About one half	Many	All	Row Total
Male Counselors	4 18.2 100.0 15.4	4 18.2 80.0 15.4	4 18.2 80.0 15.4	10 45.5 83.3 38.5	22 84.6
Female Counselors	0 0.0 0.0 0.0	1 25.0 20.0 3.8	1 25.0 20.0 3.8	2 50.0 16.7 7.7	4 15.4
Column Total	4 15.4	5 19.2	5 19.2	12 46.2	26 100.0

Number of missing observations 1

Counselors were asked, "How often do you confer with an ABE teacher concerning the problems of a student?" Eighteen (72.0%) reported that they often conferred with the ABE teacher concerned. (See Chart 18).

CHART 18

HOW OFTEN DO YOU CONFER WITH AN ADULT BASIC EDUCATION TEACHER CONCERNING THE PROBLEMS OF A STUDENT?

Number responding	0	4	18	3	25
Response	NEVER	SOMETIMES	OFTEN	ALWAYS	Total
Percentage	0	16.0	72.0	12.0	100.0

The frequency with which counselors from ABE interact with counselors from MDTA (Manpower Development Training Act), WIN (Work Incentive), CEP (Concentrated Employment Program), CAP (Community Action Program) and DES (Division of Employment Security) was asked. Interaction on the counselor level was greatest between ABE and DES, CAP, and MDTA, respectively. (See Chart 19).

CHART 19

HOW OFTEN DO YOU CONFER WITH COUNSELORS FROM THE FOLLOWING AGENCIES?

MDTA (Manpower Development Training Act)
never 33.3% sometimes 50.0% often 16.7%

WIN (Work Incentive)
never 73.7% sometimes 21.1% often 5.3%

CEP (Concentrated Employment Program)
never 68.4% sometimes 26.3% often 5.3%

CAP (Community Action Program)
never 25.0% sometimes 50.0% often 25.0%

DES (Division of Employment Security)
never 24.0% sometimes 40.0% often 36.0%

When asked to list and rate their most pressing problems, four (20.0%) listed the lack of adequate test and measurement devices as their chief concern. Another pressing problem was the lack of funds for full and complete guidance services.

Counselors were asked to list their main functions, the percentage of time they spent carrying out these functions and the percentage of time they felt should be spent carrying out these functions. Counselor responses were grouped into thirteen categories. They are as follows:

1. Testing
2. Interviewing
3. Counseling
4. Evaluating Personnel
5. Clerical Work
6. Referring Students
7. Conferring with Students, Teachers or other ABE Personnel
8. Instruction of AV Aides
9. Reviewing Materials
10. Publicity
11. Home Visitations
12. Placement of Students
13. Recruitment

Counselors view Counseling, Testing, Recruitment, Interviewing and Clerical Work, respectively, as their main functions but view Counseling, Recruitment, Testing, Interviewing and Publicity, respectively, as what <u>should</u> be their main roles. (See Chart 20).

CHART 20

FUNCTIONS OF AN ADULT BASIC EDUCATION COUNSELOR

Percentage of Time Spent Carrying Out the Functions of a Counselor

Function	5%	10%	15%	20%	25%	30%	40%	45%	50%	60%	70%	80%	90%	Mean
Testing		7		4	1	3	1	4		1				24.76
Interviewing		2				2								20.00
Counseling	1			6	1	3		6	3	1	1	1	1	38.75
Evaluating Personnel	3													5.00
Clerical Work	3	2		2		2			1					18.50
Referring Students	1	1			1									13.33
Conferring		6	2		1									12.77
Inst. of AV Aides				1										--.--
Reviewing Materials		1												--.--
Publicity	1	1	2											11.25
Home Visits	2			1										9.00
Placement		4	1	1		1								15.00
Recruitment	1	1		3			1							20.83

Percentage of Time that Should be Spent Carrying Out the Functions of a Counselor

Testing	1	8	1	1	3	1								17.94
Interviewing		2			1									16.66
Counseling	1	1		3	2	1	1	1	6	2	3	1	1	45.21
Evaluating Personnel	2	1												5.60
Clerical Work	2	5												8.28
Referring Students	1		1											12.50
Conferring	1	6	1	1										11.11
Inst. of AV Aides				1										--.--
Reviewing Materials				1										--.--
Publicity	2	1			1									11.25
Home Visits	1				1									15.00
Placement		3	1		1	1								16.66
Recruitment	1			1	1		2	1						30.00

DATA FROM TEACHER QUESTIONNAIRES

Two hundred twenty two Teacher Questionnaires were sent out with one hundred twenty four being returned. The average age of an ABE teacher is 37.56 years. One (0.9%) has a high school diploma, two (1.8%) have an Associate of Arts degree, forty nine (43.4%) have Bachelors Degrees, fifty five (48.7%) have Masters Degrees, five (4.4%) have a C.A.G.S. or Sixth Year Professional Diploma and one (0.9%) has a Doctorate. (See Chart 21).

CHART 21

HIGHEST DEGREE ATTAINED

Count / Row Pct / Col Pct / Tot Pct	H.S.	A.A.	B.A. or B.S.	M.S. or M.A.	C.A.G.S. or 6th. year	EdD. or PHDl	Row Total
ge in years							
20-30	0 0.0 0.0 0.0	0 0.0 0.0 0.0	24 66.7 49.0 21.2	12 33.3 21.8 10.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	36 31.9
30-40	0 0.0 0.0 0.0	1 2.6 50.0 0.9	13 34.2 26.5 11.5	22 57.9 40.0 19.5	1 2.6 20.0 0.9	1 2.6 100.0 0.9	38 33.6
40-50	1 4.3 100.0 0.9	0 0.0 0.0 0.0	4 17.4 8.2 3.5	16 69.6 29.1 14.2	2 8.7 40.0 1.8	0 0.0 0.0 0.0	23 20.4
50-60	0 0.0 0.0 0.0	1 6.7 50.0 0.9	7 46.7 14.3 6.2	5 33.3 9.1 4.4	2 13.3 40.0 1.8	0 0.0 0.0 0.0	15 13.3
over 60	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 2.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.9
Column Total	1 0.9	2 1.8	49 43.4	55 48.7	5 4.4	1 0.9	113 100.0

Number of missing observations 11

Twenty seven (23.9%) of the Adult Basic Education teachers were in their first year of teaching ABE classes. Sixty six (58.4%) have been teaching for three or more years. (See Chart 22).

CHART 22

HOW MANY YEARS HAVE YOU TAUGHT

ADULT BASIC EDUCATION CLASSES?

Count / Row Pct / Col Pct / Tot Pct	1 year	2 years	3 years	4 years	5+ years	Row Total
Age in years						
20-30	10 29.4 37.0 8.8	5 14.7 25.0 4.4	13 38.2 40.6 11.5	5 14.7 17.9 4.4	1 2.9 25.0 0.9	34 30.1
30-40	12 30.8 44.4 10.6	5 12.8 25.0 4.4	10 25.6 31.3 8.8	12 30.8 42.9 10.6	0 0.0 0.0 0.0	39 34.5
40-50	3 13.6 11.1 2.7	6 27.3 30.0 5.3	3 13.6 9.4 2.7	8 36.4 28.6 7.1	2 9.1 50.0 1.8	22 19.5
50-60	2 11.8 7.4 1.8	4 23.5 20.0 3.5	5 29.4 15.6 4.4	3 17.6 10.7 2.7	3 17.7 50.0 2.7	17 15.0
over 60	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 3.1 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.9
Column Total	27 23.9	20 17.7	32 28.3	28 24.8	6 5.3	113 100.0

Number of missing observations 11

The ABE teacher averaged 10.119 years of day school experience. Fifty six (50.0%) were elementary school teachers, thirty two (28.6%) taught in secondary schools, thirteen (11.6%) have taught in both elementary and secondary schools. Of the secondary school teachers, twelve, (20.3%) were English teachers, twelve (20.3%) were Math teachers and six (10.2%) were Science teachers. (See Chart 23).

CHART 23

WHAT IS YOUR LEVEL OF DAY SCHOOL CERTIFICATION?

Age in years	Count / Row Pct / Col Pct / Tot Pct	Elementary	Secondary	Both Elementary & Secondary	Does Not Apply	Row Total
20-30		17	11	8	1	37
		45.9	29.7	21.6	2.7	33.0
		30.4	34.4	61.5	9.1	
		15.2	9.8	7.1	0.9	
30-40		19	11	1	6	37
		51.4	29.7	2.7	16.2	33.0
		33.9	34.4	7.7	54.5	
		17.0	9.8	0.9	5.4	
40-50		13	5	1	2	21
		61.9	23.8	4.8	9.5	18.8
		23.2	15.6	7.7	18.2	
		11.6	4.5	0.9	1.8	
50-60		6	5	3	2	16
		37.5	31.3	18.8	12.5	14.3
		10.7	15.6	23.1	18.2	
		5.4	4.5	2.7	1.8	
over 60		1	0	0	0	1
		100.0	0.0	0.0	0.0	0.9
		1.8	0.0	0.0	0.0	
		0.9	0.0	0.0	0.0	
Column Total		56	32	13	11	112
		50.0	28.6	11.6	9.8	100.0

Number of missing observations 12

Using a five point rating scale, teachers were asked to give their opinions of the importance of seven roles generally attributed to ABE teachers. The most important roles, as seen by ABE teachers, are to "provide basic education in the language skills," "to provide basic education in computational skills" and "to provide educational counseling." (See Chart 24). In addition to the roles listed, teachers felt another important role was "to instill confidence or develop confidence in their students."

CHART 24

WHAT DO YOU FEEL ARE THE MOST IMPORTANT ROLES OF AN ADULT BASIC EDUCATION TEACHER?

4.8	To provide basic education in language skills
4.1	To provide basic education in computational skills
3.2	To recruit new students
3.2	To provide vocational counseling
3.6	To provide educational counseling
3.3	To provide personal counseling
3.4	To prepare non-citizens for citizenship

5 = Extremely important
4 = Very important
3 = Important
2 = Not very important
1 = Unimportant

Teachers were asked if they had attended a Summer Institute for Adult Basic Education Teacher Training. Of the one hundred twenty three responding, ninety six (79.3%) had not. Of the twenty five who had attended a Summer Institute for Adult Basic Education Teacher Training, eight (32.0%) felt it was "very sufficient", six (24.0%) felt it was "quite sufficient", seven (28.0%) felt it was "sufficient", two (8.0%) felt it was "fairly sufficient" and one felt it was "not sufficient."

The frequency with which teachers interact with teachers from MDTA (Manpower Development Training Act), WIN (work Incentive), CEP (Concentrated Employment Program), CAP (Community Action Program) and DES (Division of Employment Security) was asked. While interagency interaction at the teacher level is very low, interaction is greatest between teachers of ABE and teachers in CAP, DES, and MDTA, respectively. (See Chart 25).

CHART 25

HOW OFTEN DO YOU CONFER WITH TEACHERS FROM THE FOLLOWING AGENCIES?

MDTA (Manpower Development Training Act)

never 75.7% sometimes 19.4% often 4.9%

WIN (Work Incentive)

never 88.1% sometimes 6.9% often 5.0%

CEP (Concentrated Employment Program)

never 85.7% sometimes 13.3% often 1.0%

CAP (Community Action Program)

never 66.7% sometimes 28.6% often 4.8%

DES (Division of Employment Security)

never 66.0% sometimes 26.4% often 6.6%

Teachers were asked "What is the maximum number of students enrolled in each of your classes?" The average maximum for a teacher having one class is 15.65 students. If the teacher has two classes, the average maximum for class two is 13.46 students. If a teacher teaches a third class, it has an average maximum of 16.67 students.

After twelve weeks in class, teachers indicated that an average of 72.63% of the original enrollees were still in attendance.

The question was asked "How sufficient is the quantity of teaching materials supplied you?" forty one (36.0%) felt that the quantity was "quite sufficient" while thirteen (11.4%) felt that it was "not sufficient." (See Chart 26).

CHART 26

HAVE YOU BEEN SUPPLIED WITH A SUFFICIENT QUANTITY OF TEACHING MATERIALS?

Count / Row Pct / Col Pct / Tot Pct	Quite Sufficient	Sufficient	Not Sufficient	Row Total
Male teachers	28 41.2 68.3 24.6	32 47.1 53.3 28.1	8 11.8 61.5 7.0	68 59.6
Female teachers	13 28.3 31.7 11.4	28 60.9 46.7 24.6	5 10.9 38.5 4.4	46 40.4
Column Total	41 36.0	60 52.6	13 11.4	114 100.0

Number of missing observations 10

Asked if they had been supplied with quality teaching materials, one hundred one (89.4%) of the ABE teachers responded in the affirmative while twelve (10.6%) felt that they had not been supplied with quality teaching materials. (See Chart 27).

CHART 27

HAVE YOU BEEN SUPPLIED WITH

QUALITY TEACHING MATERIALS?

Count Row Pct Col Pct Tot Pct	Yes	No	Row Total
Male teachers	59 88.1 58.4 52.2	8 11.9 66.7 7.1	67 59.3
Female teachers	42 91.3 41.6 37.2	4 8.7 33.3 3.5	46 50.7
Column Total	101 89.4	12 10.6	113 100.0

Number of missing observations 11

Using a five point rating scale, teachers were asked their opinion regarding the frequency with which they used nine types of teaching materials. The most frequently used teaching materials are "adult interest level, basic reading material", "visual aides" and"dictionaries", respectively. (See Chart 28). In addition to the material listed, newspapers and programmed materials were frequently mentioned teaching materials.

CHART 28

HOW FREQUENTLY DO YOU USE THE FOLLOWING TEACHING MATERIALS?

2.8 Flash Cards
3.1 Dictionaries
3.9 Visual Aids
2.8 Reading Machines
2.9 Phonics Material geared to non-English speaking
4.4 Adult Interest Level Basic Reading Material
2.5 Language Masters
2.1 Additional Sets for Language Masters
2.7 Magazines

5 = Very Frequently
4 = Quite Frequently
3 = Frequently
2 = Infrequently
1 = Never

Teachers were asked how frequently they developed "teacher made materials." Ninety three (83.8%) teachers developed such materials "frequently" or "very frequently" (See Chart 29).

CHART 29

HOW FREQUENTLY DO YOU DEVELOP "TEACHER MADE" MATERIALS?

Count / Row Pct / Col Pct / Tot Pct	Very Frequently	Frequently	Infrequently	Never	Row Total
Age in years 20-30	7 18.9 23.3 6.3	23 62.2 36.5 20.7	7 18.9 41.2 6.3	0 0.0 0.0 0.0	37 33.3
30-40	15 42.9 50.0 13.5	15 42.9 23.8 13.5	4 11.4 23.5 3.6	1 2.9 100.0 0.9	35 31.5
40-50	3 13.0 10.0 2.7	14 60.9 22.2 12.6	6 26.1 35.3 5.4	0 0.0 0.0 0.0	23 20.7
50-60	5 33.3 16.7 4.5	10 66.7 15.9 9.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	15 13.5
over 60	0 0.0 0.0 0.0	1 100.0 1.6 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.9
Column Total	30 27.0	63 56.8	17 15.3	1 0.9	111 100.0

Number of missing observations 13

To determine a students progress within his class, a standardized test was the most frequently used device, being used in part or in total by 52.3% of the teachers. The most frequently used tests were the California Mental Maturity Test and the ABLE I&II. Teacher made tests to determine a students progress were used in part or in total by 42.3% of the teachers.

Using a five point rating scale, ABE teachers were asked to give their opinions regarding the number of students participating in the program for each of six reasons. Teachers felt that "self improvement", "concern for his illiteracy", and the "possibility of job improvement", respectively, were the reasons why most students participated in the program.

A reason not listed but indicated as an important motivating force causing students to participate in the ABE program is "association with friends." (See chart 30).

CHART 30

IN YOUR OPINION, HOW MANY OF THE STUDENTS IN YOUR CLASS(ES) PARTICIPATE IN THE PROGRAM FOR EACH OF THE FOLLOWING REASONS?

3.8	Concern for his illiteracy	2.6	To be an example for his children
3.4	Possibility of job improvement	4.3	Self Improvement
2.0	To become a citizen	2.6	To get a job

5 = Practically all
4 = Many
3 = About 1/2
2 = A few
1 = None

Using a five point scale, teachers were asked to give their opinions of the importance of eight roles generally attributed to guidance counselors. Teachers felt that "vocational counseling", "testing" and "assistance with personal problems", respectively, were the most important roles of the ABE counselor (See Chart 31).

CHART 31

HOW IMPORTANT ARE THE FOLLOWING ROLES OF A GUIDANCE COUNSELOR IN AN ADULT BASIC EDUCATION PROGRAM?

3.7 Job placement	4.2 Vocational counseling
4.1 Testing	3.9 Assistance with personal problems
2.2 Substitute teaching	2.9 Administrative assistance
3.5 Recruitment	2.4 Home visitations

5 = Very Important
4 = Quite important
3 = Important
2 = Not very important
1 = Unimportant

Ninety nine of one hundred twenty four ABE teachers have access to an Adult Basic Education guidance counselor. These teachers were asked, "How often do your students meet with the counselor?" Forty five (45.5%) indicated that "about once a month" was the most frequent response. The same teachers were asked, "Does the counselor confer with you after he has seen the student?" Forty six (46.5%) indicated that this is "always" the situation while three (3.0%) reported that the counselor never confers with the teachers. (See Charts 32 & 33).

CHART 32

IF YOUR PROGRAM DOES HAVE A GUIDANCE COUNSELOR,

HOW OFTEN DO YOUR STUDENTS MEET WITH HIM?

3.0% Never

24.2% About once a week

45.5% About once a month

27.3% About once a term

CHART 33

IF YOUR PROGRAM DOES HAVE A GUIDANCE COUNSELOR,

DOES THE COUNSELOR CONFER WITH YOU AFTER HE HAS SEEN THE STUDENT?

3.0% Never

24.2% Sometimes

26.3% Often

46.5% Always

All ABE teachers were asked if they felt that the guidance counselor should confer with the teacher in private concerning a student. Thirty four (29.8%) reported "sometimes", thirty six (31.6%) responded "often", fourty four (38.6%) responded "always" and zero (0.0%) responded "never".

Sixty seven (57.3%) of the ABE teachers responding indicated that their ABE programs have "teacher aides." Of this number fourty nine (73.1%) use teacher aides, fifteen (22.4%) do not use them and three (4.5%) did not indicate if teacher aides were used or not. The most frequently mentioned way in which teacher aides were utilized were "to assist in individualizing instruction" and "as small group discussion leaders."

Teachers were asked to list their most pressing problems. Of those responding, sixteen (16.8%) listed lack of adequate material as the greatest problem. Fifteen (15.8%) indicated that attendance was another concern. Eight (13.3%) mentioned problems relating to ability grouping.

When asked how the Bureau of Civic Education of the Massachusetts Department of Education could be helpful in the resolution of the problems cited, thirteen (21.6%) felt that additional funds for transportation and salaries should be provided.

DESCRIPTION OF ANALYSIS AND EXPLANATION OF RESULTS

Each analysis was conducted by means of correlation and multiple regression techniques. For a given questionnaire, a measure or set of measures (items) is selected and treated as the dependent (criterion) variable. All other measures (items) are then evaluated - first independently (univariate analysis) and next in combinations (multivariate analyses) - in terms of significent relationships (correlations) to the criterion measure.

Univariate results are directly interpretable as evidence of interrelationship between various questionnaire responses and the selected criterion measures. For Director and Counselor data a correlation coefficient (zero order) must equal or exceed $\pm$ .35 to be significent a $p < .05$. For the Teacher data, the r must equal or exceed .20 to be significent at the .05 level.

Multivariate analyses provide for the identification and evaluation of response patterns to items in the questionnaire. Specifically, for each criterion variable (item) the responses to all other items (except other criterion measures) are simultaneously evaluated and variables (items) are in terms of the extent to which they correlate with or "predict" the criterion measure. This is accomplished in a stepwise fashion in which at each step the most significant (highly correlated) variable is selected as a predictor variable and added to the predictor set until no more significant predictors can be found. Also, at each step all previously selected measures are

re-evaluated, and, if they no longer contribute significantly to the predictor equation, are discarded (removed from the equation). Hence in the results reported, here, a predictor item is identified, its F value is reported (the F value indicates the level of significance of the predictor), the % contribution is given, and the direction of the relation with the criterion is indicated. This % contribution indicates exactly how much of the variance of the criterion measure is additionally accounted for by including a particular predictor. Thus, in the following example:

Variable	% Contribution
A	40
B	30
C	15

Variable A contributes or explains 40% of the criterion, Variable B explains an additional 30% and C another 15%. Thus, in this example, A, B, and C explain or determine 85% of the criterion measure. Note also that in this form of analysis, the predictors are weighted statistically such that they account for independent or non-overlapping parts of the criterion measure. Hence, the 40% accounted for by A is totally independent of the 30% of B and C's 15%.

Finally, the multiple correlation coefficient, the F value for the multiple regression equation, the significance level of the regression effect and the tentative interpretation of the result are supplied for each criterion variable. It is important to keep in mind that regression equations are transitive (A can be used to predict B, and, conversely, B can be used to predict A), and also - with the exception of the Teacher data - the sample

sizes are small and therefore very susceptible to measurement error and chance biases. Caution should be used when developing interpretations or in forming generalizations regarding these results.

DIRECTOR QUESTIONNAIRE

Analysis of Director characteristics in terms of relationships of questionnaire responses to how effective directors view their ABE recruitment program. (See Appendix, Exhibit C, Item 28).

The mean effective rating was 2.22 on a scale of 1 - 3. (1 = very effective, 3 = not very effective) with a standard deviation (S.D.) of .72.

Univariate Relationships

Variables which display significant correlation with the director's effectiveness ratings are:

1. The director's evaluation of the relative worth of the Summer Teacher Training programs (Items 30 & 31) $r = .38$, $p < .05$.

   (Note: this correlation also implies a relationship between effectiveness rating and whether or not the teachers even attend Summer training.)

2. The sex of the director (item 1) $r = -.35$, $p < .05$.

The sign of the correlation indicates women directors rate the programs as more effective, men as less effective.

No other correlations reached significance with Item 28.

Multivariate Relationships

Variable (predictor)	F Value Significance of predictor	% contribution of predictor to criterion in terms of explained variance	Direction of relationship of predictor to criterion measure
(Item 30, 31) Evaluation of Summer Teacher Training	8.38	14.4	pos.
(Item 1) Director sex	4.00	12.9*	neg.
(Item 26) Use of newspaper ads for recruitment	8.15	8.1*	pos.

* additional explanation the variable provides

Total Explanation of Effectiveness Rating: 35.4% (This indicates the proportion of variation in responses which is accounted for in the multivariate relationships.)

Multiple R = .595, F = 5.85, p $<$ .01

Interpretation: Highest effectiveness ratings came from female directors who view the Summer Teacher Training programs as very essential and who recruit for ABE via other methods than newspaper ads. Conversely, the lowest effectiveness ratings occurred for male directors who view Summer Teacher Training as less essential and who recruit for ABE programs by means of newspaper ads.

TEACHER QUESTIONNAIRE

I. Teacher attitudes regarding the importance of teaching language in Adult Basic Education programs. (See Appendix, Exhibit D, Item 7).

Mean = 4.8, S.D. = 0.65

Univariate Relationships

Variables which display significant correlations with "teach language" attitude are:

*1. Item 26a - Teacher opinion regarding the proportion of students who are concerned with illiteracy. ($r = .29$, $p < .01$).

*2. Item 26e - Teacher opinion regarding the proportion of students who are concerned with self improvement. ($r = .29$, $p < .01$).

3. Item 1 - Teacher sex ($r = .22$, $p < .05$).

* Note: these two items are essentially unrelated.

Female teachers felt that language was more important than did male teachers.

No other itmes were significantly correlated with item 7.

Multivariate Relationships

Variable (predictor)	F Value Significance of predictor	% contribution of predictor to criterion in terms of explained variance	Direction of relationship of predictor to criterion measure
(Item 26a) Student motive = concern for illiteracy	7.43	8.5	pos.
(Item 1b) Sex of teacher	5.47	5.3	pos.
(Item 26d) Student motive = self improvement	3.97	2.8	pos.

Total Explanation of Langauge Teaching Attitude: 16.6%

Multiple R = .407

F = 7.95

$p < .01$

Interpretation: Language teaching is considered most important as an ABE function by female teachers who perceive the majority of students as concerned about illiteracy and self-improvement. Conversely, language training is considered least important as an ABE function by male teachers who feel that few students enroll in ABE for literacy or self-improvement purposes.

II. Teacher attitude regarding the importance of teaching math in ABE programs. (See Appendix, Exhibit D, Item 7b). Mean = 4.15, S.D. = 1.01.

Univariate Relationships

Variables which display significant correlation with "importance of teaching math" item are:

1. The number of years as an ABE teacher (Item 3) $r = -.20$, p .05.
2. Feelings regarding roles of a guidance counselor:

Item 29d	$r = .21$	$p < .05$
Item 29e	$r = .22$	$p < .05$
Item 29f	$r = .22$	$p < .05$
Item 29g	$r = .21$	$p < .05$

No other items significantly correlated with Item 7.

Multivariate Relationships

Variable (predictor)	F Value Significance of predictor	% contribution of predictor to criterion in terms of explained variance	Direction of relationship of predictor to criterion measure
(Item 29f) Couns. to asst. with pers. probs.	6.29	4.9	pos.
(Item 3) # yrs. as ABE teacher.	5.31	4.0	neg.
(Item 26d) Self-improvement.	4.34	3.2	pos.

Multivariate Relationships (con't.)

Variable	F Value	% contribution	Direction
(Item 11d) How often confer with CAP teacher	3.48	2.5	neg.
(Item 32) How often consult teacher after visit with student	2.71	1.9	pos.

Total Explanation of Math Teaching Attitude: 16.5%

Multiple R = .406

F = 4.66

$p < .01$

Interpretation: Math teaching is rated as most important as an Adult Basic Education Teacher function by relatively new teachers who report that:

* ABE students are primarily concerned with self improvement

* the chief responsibility of the Guidance Counselor should be that of assisting students with personal problems

* counselors often confer with teachers after counseling students

* seldom confer with CAP teachers.

III. Importance of Teachers recruiting students. (See Appendix, Exhibit D, Item 7). Mean = 3.1, S.D. = 1.31.

Univariate Relationships

Variables which display significant correlation with "importance of teacher recruiting students" item are:

1. Student motive = concern for illiteracy (Item 26a) $r = .22$, $p < .05$.
2. Feelings regarding the role of a guidance counselor:

Item 29c	$r = .26$	$p < .01$
Item 29d	$r = .27$	$p < .01$
Item 29e	$r = .25$	$p < .01$
Item 29g	$r = .39$	$p < .001$

No other correlations reached significance.

Multivariate Relationships

Variable (predictor)	F Value Significance of predictor	% contribution of predictor to criterion in terms of explained variance	Direction of relationship of predictor to criterion measure
Item 29g	22.56	15.4	pos.
Item 20	7.27	4.8	pos.
Item 28b	2.64	1.7	neg.
Item 30	3.44	2.2	pos.
Item 4	2.71	1.7	pos.
Item 26a	2.66	1.6	pos.
Item 31	2.62	1.6	pos.

Total Explanation of Teacher attitude regarding recruiting students: 29.1%.

Multiple R = .539

F = 6.79

$p < .001$

Interpretation: Teachers who rated recruiting of students as key and important roles for themselves also:

*rated administrative assistance as an important function of the guidance counselor, and

*were dissatisfied with the quality of their teaching materials, and

*tended not to use counselor made tests for measuring student achievement, and

*frequently visited with counselors, and

*had more years as an ABE teacher, and

*felt that students were mostly concerned about illiteracy, and

*frequently consulted with counselors after visits by students.

The converse applied to low ratings on importance of the teacher recruiting students.

IV. Should the Teacher Provide Vocational Counseling? (See Appendix, Exhibit D, Item 7d). Mean = 3.1, S.D. = 1.15.

Univariate Relationships

Variables which significantly related to the teacher response to the importance of vocational counseling are as follows:

1. Item 3 - The number of years as an ABE teacher. $r = .28$, $p < .01$.
2. Importance as roles of a guidance counselor:

Item 29a	$r = .33$	$p < .001$
Item 29b	$r = .30$	$p < .01$
Item 29e	$r = .50$	$p < .001$
Item 29f	$r = .34$	$p < .001$
Item 29g	$r = .30$	$p < .01$

No other items significantly correlated with Item 7.

Multivariate Relationships

Variable (predictor)	F Value Significance of predictor	% contribution of predictor to criterion in terms of explained variance	Direction of relationship of predictor to criterion measure
Item 29e	40.59	25.0	pos.
Item 4	7.41	4.3	pos.
Item 26a	4.14	2.4	pos.
Item 29c	3.34	1.9	neg.
Item 25d	2.56	1.4	neg.

Total Explanation of Attitude on Importance of Teacher Providing Vocational Counseling: 34.9%

Multiple R = .591

F = 12.67

$p < .001$

Interpretation: Teachers who rated the providing of vocational counseling as an important teacher function also:

* ranked vocational counseling as an important counselor function, and
* tended to be more experienced in terms of total teaching experience, and
* felt that students are mostly concerned with illiteracy, and
* ranked substitute teaching as a low or unimportant counselor function, and
* are least likely to measure student progress by consulting with students.

V. How Important is it for the Teacher to Provide Educational Counseling? (See Appendix, Exhibit D, Item 7e). Mean = 3.5, S.D. = 1.14.

Univariate Relationships

Variables which significantly related to the teacher response to the importance of educational counseling are as follows:

1. Item 20 - Quality of teaching materials. $r = .19$, $p = .05$.
2. Importance of roles of a guidance counselor:

Item 29a	$r = .29$	$p < .01$
Item 29b	$r = .53$	$p < .001$
Item 29e	$r = .43$	$p < .001$
Item 29f	$r = .31$	$p < .01$
Item 29g	$r = .21$	$p < .05$

3. Item 31 - Frequency of visits by counselor after counseling with student. $r = .23$, $p < .05$.
4. Item 32 - Desired frequency of visits by counselor. $r = .23$, $p < .05$.

No other items significantly correlated with Item 7e.

Multivariate Relationships

Variable	F Value	% Contribution	Direction
Item 29b	46.69	27.7	pos.
Item 29e	6.94	3.9	pos.
Item 20	4.86	2.7	pos.
Item 18a	3.86	2.1	neg.
Item 5	3.42	1.8	pos.
Item 32	2.69	1.4	pos.

Total Explanation of Teacher Attitude on Importance of Providing Educational Counseling: 39.5%

Multiple R = .629

F = 12.74

$p < .001$

Interpretation: Teachers who rated Educational Counseling as an important teacher function also:

* felt guidance counselors should provide testing, and
* felt guidance counselors should provide vocational counseling, and
* felt that quality of ABE educational materials is inadequate, and
* reported higher drop-out rates after 4 weeks of class (ie: lower percentage continuing after 4 weeks), and
* were usually teachers in secondary schools, and
* expressed a desire to meet with the guidance counselor after every student visit.

VI. How Important is it for Adult Basic Education Teachers to Provide Personal Counseling? (See Appendix, Exhibit D, Item 7f). Mean = 3.2 S.D. = 1.14.

Univariate Relationahips

Variables which significantly related to teacher responses regarding the importance of the ABE teacher providing personal counseling are as follows:

1. Item 1 - Sex of teacher - $r = -.23$ $p < .05$.
2. Item 13 - Frequency with which ABE teachers consult with teachers from other agencies - $r = .23$ $p < .05$.
3. Item 5 - Grade level of teaching - $r = .26$ $p < .01$.
4. Item 29f - Importance of counselor assisting with personal problems - $r = .20$ $p < .05$.
5. Item 31 - Frequency of counselor visits - $r = .20$ $p < .05$.
6. Item 32 - Desired frequency of visits by counselor - $r = .27$ $p < .01$.

No other items significantly correlated with Item 7f.

Multivariate Relationships

Variable	F Value	% Contribution	Direction
Item 29f	12.22	9.1	pos.
Item 1b	6.38	4.6	neg.
Item 32	5.15	3.6	pos.
Item 5	6.30	4.2	pos.
Item 29e	4.29	2.8	neg.
Item 13	3.34	2.1	pos.
Item 11e	3.76	2.3	neg.

Total Explanation of Teacher Rating of Importance of Providing Personal Counseling: 28.6%.

Multiple R = .534

F = 6.62

$p < .001$

Interpretation: Teachers who rated the providing of personal counseling as an important role of the Adult Basic Education teacher also

* rates assistance with personal problems as an important counselor role, and
* are more likely to be male than female, and
* tend to want to consult more with counselors, and
* teach in secondary schools, and
* rate vocational counseling as a less important guidance counselor function, and
* frequently consult with other teachers at the Division of Employment Security as well as some other agencies.

VII. How Important is it for the Adult Basic Education Teacher to Prepare Non-citizens for Citizenship? (See Appendix, Exhibit D, Item 7g).

Mean = 3.3 S.D. = 1.45.

Univariate Relationahips

Variables which significantly correlated with responses to Item 7g are as follows:

Teacher's rating as to the importance of these items for the guidance counselor:

Item 1	r = .21	p ∠ .05
Item 29a	r = .23	p ∠ .05
Item 29b	r = .20	p ∠ .05
Item 29c	r = .22	p ∠ .05
Item 29e	r = .27	p ∠ .01
Item 29f	r = .24	p ∠ .05
Item 29g	r = .30	p ∠ .01

No other items significantly correlated with Item 7g.

Multivariate Relationships

Variable	F Value	% Contributions	Direction
Item 29g	12.20	9.1	pos.
Itemlb	6.27	4.5	pos.
Item 12	3.04	2.1	neg.
Item 29e	3.03	2.1	pos.
Item 25d	2.66	1.8	pos.

Total Explanation of Responses to Importance of Adult Basic Education Teacher preparing Non-citizen for Citizenship: 21.6%.

Multiple R = .465

F = 5.39

p < .001

Interpretation: Teachers who rated the preparing of non-citizens for citizenship as an important Adult Basic Education teacher function also:

* rated administrative assistance as an important guidance counselor function, and
* were more likely to be female, and
* tended not to consult with outside agencies, and
* rated counseling of personal problems as an important guidance counselor function, and
* measure student progress by methods other than conferences with the student, and
* tended to be more experienced Adult Basic Education teachers.

COUNSELOR QUESTIONNAIRE

Univariate and Multivariate analyses were to be performed on the Counselor Data utilizing as the dependent variables the percentage of time counselors reported spending on each of five main functions, the time they felt should be spent on these tasks and the function discrepancy (discrepancy = the percentage of time actually spent minus the percentage of time desired to be spent).

Time limitations prevented the identification and subsequent analysis of the actual and desired functions of the counselor. Therefore Univariate and Multivariate analyses are not included for the Counselor Data.

MULTIPLE DISCRIMINANT ANALYSIS

A multiple discriminant analysis was performed on characteristics (items) which distinguish Directors from Counselors from Teachers. The available variables for this analysis (ie; the items which were common to all three questionnaires) were:

Table 1

Item	Description	Director	Counselor	Teacher	Overall average
1	City	23.1	21.1	22.9	22.7
2a	Age	41.6	42.5	35.4	37.6
2b	Sex (1=male, 2=female)	1.2	1.1	1.4	1.3
3	Education	3.8	3.8	3.4	3.5
21a	Peer consultation - MDTA	1.6	1.6	1.1	1.3
21b	Peer consultation - WIN	1.1	0.9	1.0	1.0
21c	Peer consultation - CEP	0.9	1.0	0.9	0.9
21d	Peer consultation - CAP	1.9	1.8	1.2	1.4
21e	Peer consultation - DES	2.1	2.0	1.2	1.5
22	Contact with other agencies	2.3	1.9	2.3	2.2
23a	First other agency	7.1	7.2	5.8	6.3
23b	Second other agency	4.8	5.4	2.4	3.3
23c	Third other agency	2.1	2.0	1.1	1.4

The results of the multiple discriminant analysis are presented in Table 2 below. Variables included in the table provide significant (or near significant -

as indicated by Univariate F values) discrimination or differentiation among the groups.

TABLE 2

Variable	Discriminant Functions Director	Counselor	Teacher	Univariate F Values
Age	0.232	0.236	0.191	4.80*
Sex	3.868	3.755	4.893	4.31*
Consult - MDTA	1.175	1.361	0.660	2.56
Consult - WIN	0.852	0.414	1.477	3.99*
Consult - DES	2.446	2.289	0.979	15.37***

* = $p \leq .05$

*** = $p \leq .001$

TABLE 3

DISCRIMINABILITY OF GROUPS BASED ON THIS ANALYSIS

Comparison	F Value	P
Counselor vs. Director	0.38	N.S.
Teacher vs. Director	10.74	$< .001$
Teacher vs. Counselor	8.44	$< .001$

The classification matrix associated with this analysis result is presented below in Table 4. This matrix represents the number of cases classified into each respective group based on evaluation of the case in terms of a form of regression analysis on the case. In particular, each case is evaluated as a potential member in each of the three groups by applying the group discriminant function values as coefficients to the corresponding variables and then calculating a closeness of fit and a probability of membership in the group. The case is then classified in the group in which it displays the highest probability of membership.

TABLE 4

CLASSIFICATION MATRIX

Group	Directors	Counselors	Teachers
Director	16	8	18
Counselor	11	11	10
Teacher	9	8	96
	Total 36	Total 27	Total 124

Hence, sixteen of thirty six Directors were correctly classified, eleven of twenty seven counselors were correctly classified and ninety six of one hundred twenty four teachers were likewise correctly classified.

BIVARIATE PLOT

A Bivariate Plot of the cases along two canonical variables (which are composite variables derived from linear weightings of the five significant discriminators) summarizes the results of this analysis. (See Table 5).

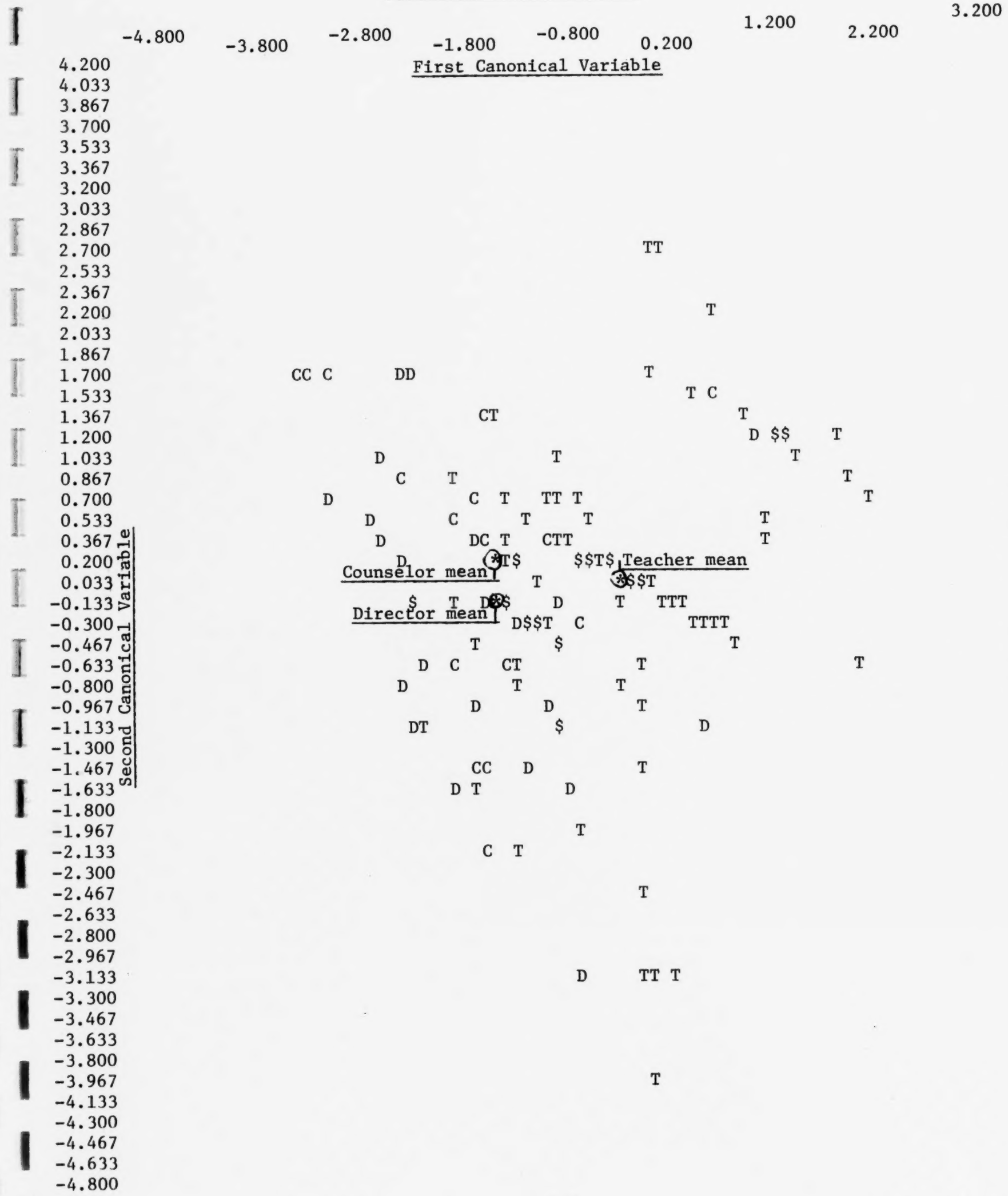
T = Teacher

D = Director

C = Counselor

$ = Group overlap

* = Group mean


-4.800
-3.800
-2.800
-1.800
-0.800
0.200
1.200
2.200
3.200
First Canonical Variable
Second Canonical Variable
4.200
4.033
3.867
3.700
3.533
3.367
3.200
3.033
2.867
2.700
2.533
2.367
2.200
2.033
1.867
1.700
1.533
1.367
1.200
1.033
0.867
0.700
0.533
0.367
0.200
0.033
-0.133
-0.300
-0.467
-0.633
-0.800
-0.967
-1.133
-1.300
-1.467
-1.633
-1.800
-1.967
-2.133
-2.300
-2.467
-2.633
-2.800
-2.967
-3.133
-3.300
-3.467
-3.633
-3.800
-3.967
-4.133
-4.300
-4.467
-4.633
-4.800
Counselor mean
Teacher mean
Director mean

Interpretation: Although group differentiation on the basis of the available measures is not particularly clear, some relationship does exist between age, sex, consulting patterns and group membership. As indicated in Table 3, however, this pattern appears to differentiate teachers from either directors or counselors, the latter two groups being essentially indistinguishable on the basis of these measures. Analysis of means of the measures indicates that teachers tended to:

a. be younger

b. more often be female

c. consult less frequently with peers of outside agencies,

than was the case for counselors or directors.

It is difficult to form any generalizations regarding this analysis primarily because, aside from the fact that there weren't a large number of common questionnaire items, it is possible that the ways in which members of the various groups answered the question regarding the frequency with which directors, counselors or teachers confer with peers from the various social agencies, also differed. Hence, only age and sex measures can be trusted and they are not very informative.

SUGGESTIONS AND RECOMMENDATIONS

It is recommended that more classes be held in non-public school buildings such as learning centers, churches, housing developments and neighborhood centers.

It is recommended that local directors be more cognizant of the physical facilities of the various buildings in which classes are scheduled. If it is possible, conduct classes in facilities other than the school where the majority of the children of the ABE students attend. The psychological impact of attending the same elementary school, for example, may be lessened in the way.

If a choice between a secondary school or an elementary school exists, it is recommended that the secondary school facility be selected as the secondary school building is generally more conducive to adult learning on a psychological and aesthetical level.

In multiple floor school buildings, it is recommended that classes be held on the lower floors, if at all possible; thereby eliminating the possibility of adults having to climb stairs.

Based on the responses of a number of students, it is suggested that ABE directors consider the possibilities of adding additional nights of instruction to their programs. If additional nights of instruction are made available, it is recommended that the structuring of this time be flexible and individualized.

It is recommended that a feasibility study be initiated to determine the possibility of regionalizing the administration of the various local programs. If a regionalization effort were feasible, administrative costs might be reduced thereby allowing for greater distribution of allocated funds.

As an alternative to funding from the Bureau of Civic Education, it is suggested that local ABE directors explore sources of local funding. Sources such as the local school committee, NAB-JOBS, CAMPS and other potential sources should be considered and explored as possible alternatives to State funding.

Funding is the most critical problem as perceived by local directors. It is suggested that legislative measures be undertaken to assure that monies allocated to ABE programs are received prior to the commencement of the school year.

Inadequate communications exist between the Bureau of Civic Education and the various agencies dealing with the target population. It is recommended that a series of on-going seminars be initiated for the purpose of bringing together officials from agencies such as MDTA (Manpower Development Training Act), WIN (Work Incentive), DES (Division of Employment Security) and CAP (Community Action Programs) for discussion of common problems and their resolutions.

It is recommended that the Bureau of Civic Education initiate a series of Newsletters; one containing articles of interest to ABE students, another for Adult Basic Education personnel and others working with the target population. The responsibility of the Bureau should be in the compilation and distribution of the Newsletters. The content matter should emanate from ABE students and personnel for which the Newsletters are intended.

It is recommended that each local Adult Basic Education program director initiate a means whereby students can provide feedback to the director.

It is recommended that local advisory councils be formed where they do not already exist. This local advisory council should be made up of local residents, ABE students, and other key neighborhood residents.

It is recommended that the Bureau of Civic Education create an additional advisory board consisting of as many directors, counselors and teachers in ABE programs as possible. This board should be voluntary in nature and should have as its purpose the improvement of communications between the Bureau and the local programs.

It is suggested that the Bureau of Civic Education compile a list of Adult Interest level basic reading material most frequently utilized in the local programs and distribute that list to local program directors.

It is suggested that the Bureau of Civic Education compile a list of the most frequently used "teacher made" materials for distribution to local program directors.

It is suggested that the Bureau of Civic Education locate and provide additional adequate material for teacher utilization.

It is suggested that the Bureau of Civic Education undertake an effort to locate or develop adequate test and measurement devices for counselors as an aid in determining placement and as an aid to teachers in measuring progress.

In determining grade or group placement, it is recommended that more emphasis be given to the personal interview.

Most students look forward to a "break time." A short break is recommended if it does not already exist. This break time should be used as an informal teaching period wherein music of the various nationalities might be played.

Some non-English speaking students felt that their cultural values and mores and, in some way their individuality, was not being fully developed in the Adult Basic Education program. It is suggested that ABE personnel discover methods to foster an appreciation of the cultural differences among all students thereby creating a sense of unity from the diversity.

It is suggested that a publicity campaign to desensitize the Community to the stigma attached to Adult Basic Education be initiated.

The role of the Guidance Counselor in the Adult Basic Education program is vague. It is recommended that this role be clearly defined and delineated. Once this has been completed, this definition should be transmitted to the student via action.

It is recommended that ABE Guidance Counselors more actively seek to react to student educational objectives, employment goals and future expectations as perceived by the student rather than as perceived by the counselor or other ABE official.

When possible, it is recommended that teacher aides or other paraprofessionals administer standardized tests not requiring specific, test giving skills, thereby

allowing the counselor more time to counsel, a function not clearly perceived by the ABE student at this time.

Summer Training Institutes for Teachers, Counselors and Directors seem to be infrequently attended. It is recommended that future Summer Training Institutes be conducted by the Bureau of Civic Education or other local institution and concentrate on the preparation of Teachers, Counselors, Para-professionals and Directors for Adult Basic Education programs in Massachusetts.

Teacher aides are used by less than 60% of the ABE teachers. It is recommended that teacher aides or other para-professionals be more frequently utilized.

It is recommended that the Bureau of Civic Education initiate a study to improve methods of recruiting and retaining ABE students. Once completed this study could be used as a model for future recruitment efforts.

Teachers need to be oriented to their role in the recruitment process. It is suggested that local directors stress this function in the selection of teachers.

Former students, graduates and residents of the local target areas should be used more frequently. It is suggested that they be used as recruiters, adadministrative assistants, interpreters, teacher aides or perform other similar tasks.

APPENDIX

Exhibit A

Participants in the Adult Basic Education Dissemination Seminar

Mr. Rene Bouchard, Bureau Chief, Bureau of Civic Education, Massachusetts Department of Education.

Miss Mary Bodanza, Adult Basic Education Projects Coordinator, Massachusetts Department of Education.

Mr. Robert Sinicrope, Supervisor, Bureau of Civic Education, Massachusetts Department of Education.

Mr. Arthur Murray, Supervisor, Bureau of Civic Education, Massachusetts Department of Education.

Mr. Booker DeVaughn, Supervisor, Bureau of Civic Education, Massachusetts Department of Education.

Miss Marjorie Flowers, Supervisor, Bureau of Civic Education, Massachusetts Department of Education.

Miss Rita DeLeo, Supervisor of Adult Education, Somerville Public Schools.

Mr. John Fox, Supervisor of Adult Education, Boston Public Schools.

Miss Evelyn Smith (for Velia DiCesare), Chief Supervisor - WIN Program.

Mr. Gerald O'Loughlin (for Mr. John A. Gavin), Commissioner, Massachusetts Department of Correction.

Mr. Francis Guindon, Director, Division of State Colleges.

Miss Margaret Kielty, Director of Adult Education, Fitchburg Public Schools.

Mr. Gerald McGrain, President, Massachusetts Association of Public School Adult Educators.

Mr. John Uva, Teacher, Adult Basic Education, Taunton.

Dr. William Wolf, Jr., Coordinator of Educational Research, School of Education University of Massachusetts.

Mr. Joseph Martorana, Chairman, Massachusetts Manpower Coordinating Committee (CAMPS).

Mr. Emile Niedzwiadek, Director - Adult Basic Education, Bellingham.

Mr. Melvin Ellin, Director - Adult Basic Education, Bridgewater.

Mr. Anthony Andrews, Supervisor, Adult Basic Education, Massachusetts Correctional Institutes.

Mr. John Ryan, Director, Brockton Center for Adult Education, Brockton.

Mr. Daniel Foley (for Mr. Frank Frisoli), Assistant Superintendent of Schools, Cambridge.

Mr. Joseph Cullen, Director - Adult Basic Education, Framingham.

Mr. Paul Cuddy, Director - Adult Basic Education, Grafton.

Mr. Steven Christy, Coordinator, Adult Basic Education, Leominster.

Mr. Patrick Berry, Director - Adult Basic Education, Plymouth.

Mr. William Gault, Superintendent of Schools, Plymouth.

Mr. Edward Hannon, Coordinator - Adult, Vocational Education, Quincy.

Mr. Raymond Morrow, Director - Adult Basic Education, Springfield.

Mr. Sidney Smith, Director - Adult Basic Education, Waltham.

Mr. J. Casey Olds (for Mr. Girard Hottleman), Director of Educational Services, Massachusetts Teachers Association.

Mr. Harvey Zorbaugh, Director, National Education Association Regional Office.

Dr. Richard Cortright, Consultant, National Association for Public, Continuing and Adult Education.

Mr. James Dorland, Executive Secretary, National Association for Public, Continuing and Adult Education.

Mr. Robert Sasseville, University of Massachusetts.

Miss Hazel Neave, Project Interviewer, University of Massachusetts.

Mr. Mark Rossman, Project Coordinator, University of Massachusetts.

Dr. Daniel Jordan, Project Director, University of Massachusetts.

Dr. Dwight Allen, Dean, School of Education, University of Massachusetts.

DISSEMINATION SEMINAR Exhibit B

ADULT BASIC EDUCATION EVALUATION

COMMONWEALTH OF MASSACHUSETTS

TOWNEHOUSE HOTEL, BOSTON,MASSACHUSETTS

JUNE 12, 1970

9:00 - 10:00 Registration. Coffee and Danish. Examination of printed Material.

10:00 - 10:20 Welcome. Mr. Rene Bouchard, Bureau Chief, Bureau of Civic Education. Massachusetts Department of Education.

10:20 - 10:30 Introduction of Interview Teams from the University of Massachusetts and the National Association for Public Continuing and Adult Education. Dr. William Wolf. Professor of Education, University of Massachusetts.

Mr. Mark H. Rossman, Project Coordinator, University of Massachusetts.
Miss Hazel Neave, University of Massachusetts.
Mr. Robert Stevens, University of Massachusetts.
Mr. James Dorland, Executive Secretary, National Association for Public Continuing & Adult Education, Washington, D.C.
Dr. Richard Cortright, Ass't. Director, Division of Adult Education Service, NEA, Washington, D.C.

10:30 - 11:00 "Adult Basic Education - Its Relationship to the University of Massachusetts."
Dr. Dwight W. Allen, Dean of the School of Education, University of Massachusetts.

11:00 - 11:30 Presentation of Data collected by the Interview Team. Mark Rossman.

11:30 - 12:15 "How can you utilize the data?" Buzz Groups.

12:15 - 1:30 Lunch.

1:30 - 1:50 Reports by leaders of the A.M. Buzz Groups.

1:50 - 2:10 Presentation of Initial Recommendations as suggested by an alanysis of the data. Mark Rossman.

2:10 - 3:00 Reactions to the Recommendations. Buzz Groups.

3:00 - 3:30 Reports by leaders of the P.M. Buzz Groups.

3:30 - 4:00 Summary and Closing. James Dorland.

DIRECTOR QUESTIONNAIRE

36 DIRECTORS RESPONDED

Adult Basic Education Evaluation
Conducted by
University of Massachusetts
and
National Association for Public & Continuing Adult Education

Exhibit C

30 Male
1. What is your age? 44 Sex 6 Female

2. Education: (Check highest degree attained.)

H.S. 0 A.A. 0 B.A. or B.S. 12 M.A. or M.S. 20
6th year professional diploma or C.A.G.S 4 PhD. or EdD. 0

3. Are you the director of other Adult Education programs in addition to your responsibilities as the director of ABE? yes 27.8% no 72.2%

4. Do you teach a regularly scheduled ABE class in addition to your responsibilities as director of the ABE program? yes 5.6% no 91.7%

5. How many hours per week do you devote to your responsibilities as director of the ABE program? (Check one)

4 0-5 hours per week
21 6-10 hours per week
1 11-15 hours per week
1 16-20 hours per week
9 More than 20 hours per week

6. Total years, including 1969-70, in Adult Basic Education, in any professional capacity. (Check one)

6 0-1 year
3 1-2 years
3 2-3 years
9 3-4 years
8 4-5 years
7 More than 5 years

7. Total years employed in Adult Education programs, excluding ABE. (Check one)

8 0-1 year
4 2-4 years
4 4-6 years
3 6-8 years
2 8-10 years
13 More than 10 years

8. Prior to becoming the director of the ABE program, were you an ABE teacher?
yes 36.1% no 63.9%

9. Prior to becoming the director of the ABE program, were you an ABE guidance counselor?
yes 5.6% no 94.4%

10. Do you meet qualifications for certification as a day school administrator?
yes 91.7% no 8.3%

11. Do you meet qualifications for certification as a day school principal?
yes 80.6% no 19.4%

12. Are you currently employed as a day school administrator in addition to your responsibilities as director of the ABE program? yes 41.7% no 58.3%

13. If you have answered "yes" to question 12, how many years have you been so employed? 8.267 mean

14. Are you currently employed as a day school principal in addition to your responsibilities as director of the ABE program? yes 13.9% no 96.1%

15. If you have answered "yes" to question 14, how many years have you been so employed? 7.800 mean

16. Are you currently employed as a day school guidance counselor in addition to your responsibilities as director of the ABE program? yes 8.3% no 91.7%

17. If you have answered "yes" to question 16, how many years have you been so employed? 3.333 mean

18. Are you currently employed as a day school teacher in addition to your responsibilities as director of the ABE program? yes 50.0% no 50.0%

19. If you have answered "yes" to question 18, how many years have you been so employed? 10.500 mean

20. Number of classes in your ABE program as of December 31, 1969:
(Please write in the appropriate number)

Absolute	non-English speaking		Absolute	English speaking	
14	1.9	Beginner	20	1.5	Grades 0-3
7	1.5	Intermediate	18	1.4	Grades 4-6
3	1.0	Advanced	18	1.6	Grades 7-8
5	1.2	More than one level, ie. classes not so grouped.	19	1.8	More than one level, ie. classes not so grouped.
18	2.7	Total non-English speaking	32	3.6	Total English speaking

21. ABE staff as of December 31, 1969:
(Please write in the appropriate numbers)

3.7 Full-time teachers
3.3 Part-time teachers
1.0 Guidance counselors
2.5 Teacher aides
2.1 Others (Please explain their function) _____

6.5 Total _____

22. How is grade or group placement determined? (Please check one or more)

28 Standardized test(s). If so, which one(s)_____

17 Teacher determination. If so, please describe how this is done.

19 Counselor determination. If so, please describe how this is done.

18 Director determination. If so, please describe how this is done.

23. Does your ABE program award a legal 8th grade certificate, recognized by the school committee, upon completion of the ABE program? yes 33% no 8.3%

24. If you have answered "no" to question 23, does your ABE program award an attendance certificate upon completion of the ABE program? yes 50% no 8.3%

25. Are High School Equivalency programs or High School level courses easily accessible to your students who have completed the ABE program? yes 78% no 22%

26. What methods are used to recruit new students for the ABE program?

INSTRUCTIONS: Using the following 5 point scale, write the number in the blank preceeding each item that indicates your opinion of how frequently that item is used to recruit new students for your ABE program. For example, if "Newspaper Advertisements" are used very frequently to recruit new students for your ABE program, 5 would be written in the blank preceeding "Newspaper Advertisements".

5 = Very Frequently
4 = Quite Frequently
3 = Frequently
2 = Infrequently
1 = Never

2.9 Newspaper Advertisements
3.5 Newspaper Items
2.7 Radio Advertisements
1.0 TV Advertisements
3.1 Posters
3.6 Mailing of material
1.6 Free transportation to and from class
1.0 Free babysitting
1.9 Cooperative Extension Service Contact

27. What other methods, not mentioned in question 26, are used to recruit new students for your ABE program? (Please list and describe them)

a. Word of Mouth

Church Announcements

Ethnic Contact

b. Take Home Announcements with School Children

c.

28. How effective do you feel your ABE program is in recruiting new students? (Please check one)

8.6% Very effective 54.3% Effective 37.1% Not very effective

29. Why or why not do you feel that your ABE program is or is not effective in recruiting new students for your ABE program? No full time recruiter, Poor motivation, Stigma of ABE

30. Have any of your teachers ever attended a Summer Institute for Adult Basic Education Teacher Training? yes 52.8% no 47.2%

31. If you have answered "yes" to question 30, how essential do you feel the institute was for your teachers? (Please check one)

19.4 Absolutely essential
30.6 Essential
2.8 Not very essential
____ Absolutely non-essential

Comment:

32. Have any of your guidance counselors ever attended a Summer Institute for Adult Basic Education Counselor Training? yes 36.4% no 63.6%

33. If you have answered "yes" to question 32, how essential do you feel the institute was for your counselors? (Please check one)

6.1 Absolutely essential
21.2 Essential
2.8 Not very essential
____ Absolutely non-essential

Comment:

34. Have you ever attended a Summer Institute for Adult Basic Education Directors?
yes 22.9% no 77.1%

35. If you have answered "yes" to question 34, when and where was it?

When_____ Where _____

36. If you have answered "yes" to question 34, how essential do you feel it was for you? (Please check one)

5.7 Absolutely essential
17.1 Essential
____Not very essential
____Absolutely non-essential

Comment: _____

_____

_____

37. Are adequate provisions offered by the Bureau of Civic Education of the State Department of Education for the training of ABE teachers? yes 77.1% no 22.9%

38. Are adequate provisions offered by the Bureau of Civic Education of the State Department of Education for the training of ABE counselors? yes 54.5% no 45.5%

39. Are adequate provisions offered by the Bureau of Civic Education of the State Department of Education for the preparation of ABE directors? yes 51.4% no 48.6%

40. What can be done to improve the provisions offered by the Bureau of Civic Education of the State Department of Education for the training of teachers, counselors and directors for ABE programs?

More dissemination seminars on techniques and methods

More seminars and workshops

41. How often do you confer with directors from the following agencies? (Please check the appropriate blanks)

MDTA (Manpower Development Training Act)
never 42.4 sometimes 36.4 often 21.2

WIN (Work Incentive)
never 70.0 sometimes 23.3 often 6.7

CEP (Concentrated Employment Program)
never 76.9 sometimes 19.2 often 3.8

CAP (Community Action Program)
never 18.2 sometimes 51.5 often 30.3

DES (Division of Employment Security)
never 11.8 sometimes 50.0 often 38.2

42. Do you ever confer with directors from any other agencies dealing with educationally disadvantaged adults? yes 65.7% no34.3% OR non-English speaking adults? yes 68.6% no 31.4%

43. If you have answered "yes" to either part of question 42, please list the agencies with which you deal.

a. School Departments

b. Ethnic Groups

c. Welfare Departments

d. Mass. Rehab.

44. Is the present method of funding your ABE program satisfactory? yes_____ no_____

45. If you have answered "no" to question 44, what would you suggest to improve the present method of funding? _____

Speed it up, provide funds at the start of the program

_____

46. Beginning with the most critical problem, what are the main problems you face as an ABE director? (Use the reverse side of this paper if more room is needed)

Recruitment

Funding

Transportation

47. Is the Bureau of Civic Education of the State Department of Education helpful to you in the resolution of the problems described is question 46? yes_____ no_____

48. Would you want the assistance of the Bureau of Civic Education of the State Department of Education in the resolution of the problems described in question 46?
yes_____ no_____

As explained in the cover letter, your signature is optional.

_____(Signature)

_____(City in which you are the director of the ABE program.)

TEACHER QUESTIONNAIRE

124 TEACHERS RESPONDED

Adult Basic Education Evaluation
Conducted by
University of Massachusetts
and
National Association for Public & Continuing Adult Education

Exhibit D

1. What is your age? 37.56 Sex 70 Male / 49 Female

2. Education : (Check highest degree attained)

H.S. 1 A.A. 2 B.A. or B.S. 52 M.A. or M.S. 57
6th year professional diploma or C.A.G.S. 5 PhD. or EdD. 1

3. Total number of years, including 1969-70, as an ABE teacher. 2.72

4. Total number of years, including 1969-70, as a day school teacher. 10.119

5. Grade level as a day school teacher. (Check one)
69 Elementary
44 Secondary
15 Does not apply

6. If you are not an elementary school teacher, what subjects do you teach in day school?

a. Math
b. English
c. _____
d. _____

7. What do you feel are the most important roles of an ABE teacher?

INSTRUCTIONS: Using the following 5 point scale, write the number in the blank preceeding each item that indicates your opinion of the importance of the item as it relates to the role of an ABE teacher. For example, if you feel that item a, "To provide basic education in language skills" is an extremely important role of an ABE teacher, 5 would be written in the blank preceeding item a.

5 = Extremely important
4 = Very important
3 = Important
2 = Not very important
1 = Unimportant

4.8 a. To provide basic education in language skills
4.1 b. To provide basic education in computational skills
3.2 c. To recruit new students
3.2 d. To provide vocational counseling
3.6 e. To provide educational counseling
3.3 f. To provide personal counseling
3.4 g. To prepare non-citizens for citizenship

8. In addition to those roles listed in question 7, please list and describe any other roles of an ABE teacher that you consider to be important.

a. To instill confidence

b. To provide an incentive

c. _____

9. Have you ever attended a Summer Institute for Adult Basic Education Teacher Training?
yes 20 no 104

10. If you have answered "yes" to question 9, how sufficient was the institute to meet the needs of your ABE teaching assignment? (Please check one)

_____Very sufficient
_____quite sufficient
_____Sufficient
_____Fairly sufficient
_____Not sufficient

11. How often do you confer with teachers from the following agencies? (Please check the appropriate blanks)

MDTA (Manpower Development Training Act)
never 75.7% sometimes 19.4% often 4.9%

WIN (Work Incentive)
never 88.1% sometimes 6.9% often 5.0%

CEP (Concentrated Employment Program)
never 85.7% sometimes 13.3% often 1.0%

CAP Community Action Program)
never 66.7% sometimes 28.6% often 4.8%

DES (Division of Employment Security)
never 66.0% sometimes 26.4% often 6.6%

12. Do you ever confer with teachers from any other agencies dealing with educationally disadvantaged adults? yes 47.7% no 42.3% OR non-English speaking adults? yes 53.9% no 46.1%

13. If you have answered "yes" to either part of question 12, how often do you confer with these teachers? (Please check one)

never_____ sometimes _____ often _____

14. If you have answered "yes" to question 12, please list the agencies with which you deal.

a. School Depts.
b. Other ABE programs
c. NYC

15. How many different ABE classes do you teach? (Write in the appropriate Number)

non-English speaking		English speaking	
1.4	Beginner	1.1	Grades 0-3
1.6	Intermediate	1.1	Grades 4-6
1.6	Advanced	1.5	Grades 7-8
1.0	More than one level ie; classes not so grouped.	1.2	More than one grade ie; classes not so graded.

16. How many hours per day do you teach ABE? (Please write the appropriate number of hours per day in the blocks below)

Monday	Tuesday	Wednesday	Thursday	Friday
3.01	3.04	3.14	2.89	4.84

17. What is the maximum number of students enrolled in each of your classes?

class a 15.65 class b 13.46 class c 16.67

18. (Complete the blanks) What percentage of the enrollees have continued in class a after

82.41% 4 weeks 75.23%8 weeks 72.63% 12 weeks

19. How sufficient is the quantity of teaching materials supplied you? (Please check one)

36.4% Quite sufficient 52.5% Sufficient 11.0% Not sufficient

20. Do you feel that you have been supplied with quality teaching materials? yes 88.9% no 11.1%

21. How frequently do you use the following teaching materials?

INSTRUCTIONS: Using the following 5 point scale, write the number in the blank preceeding each item that indicates your opinion of how frequently you use each of the teaching materials listed.

5 = Very frequently
4 = Quite frequently
3 = Frequently
2 = Infrequently
1 = Never

2.8 a. Flash Cards

3.1 b. Dictionaries

3.9 c. Visual Aids

2.8 d. Reading Machines

2.9 e. Phonics Material geared to non-English speaking

4.4 f. Adult Interest Level Basic Reading Material

2.5 g. Language Masters

2.1 h. Additional Sets for Language Masters

2.7 i. Magazines

22. In addition to those items listed in question 21, please list and describe any other teaching materials that you use.

a. _____

_____

B. _____

23. How frequently do you develop any "teacher made" materials? (Please check one)

26.5% Very frequently 54.7% Frequently 17.9% Infrequently 0.9% Never

24. If you have developed any "teacher made" materials please check the appropriate blank next to the description of the general type of "teacher made" material(s) you have developed.

43.4% Work sheets
43.5% Flash cards
33.1% Charts
75.0% Duplicated material
16.1% Slides
5.6% Movies
23.4% Transparencies
27.4% Tapes
____ Other. Please describe. _____

25. How is a student's progress within his class measured? (Please check one or more)

52.3% Standardized test. If so, which one(s)? _____

17.9% Counselor made test. If so, please describe _____

42.3% Teacher made test. If so, please describe. _____

43.5% Conference with the student
____ Other. If so, please describe. _____

26. In your opinion, how many of the students in your class(es) participate in the program for each of the following reasons?

INSTRUCTIONS: Using the following 5 point scale, write the number in the blank preceeding each item listed that indicates your opinion of the number of students in your class(es) that participate in the ABE program for each item.

5 = Practically all
4 = Many
3 = About 1/2
2 = A few
1 = none

3.8 a. Concern for his illiteracy
3.4 b. Possibility of job improvement
2.0 c. To become a citizen
2.6 d. To be an example for his children
4.3 e. Self improvement
2.6 f. To get a job

27. In addition to those items listed in question 26, please list and describe any other reasons that may have motivated your students to participate in the ABE program.

a. Association with friends

b. _____

c. _____

28. Does your ABE program have access to a guidance counselor? yes_____ no _____

29. How important do you feel are the following roles of a guidance counselor in an ABE program?

INSTRUCTIONS: Using the following 5 point scale, write the number in the blank preceeding each item that indicates your opinion of the importance of each of the following roles of a guidance counselor in an ABE program.

5 = Very important
4 = Quite important
3 = important
2 = Not very important
1 = unimportant

3.7 Job placement	4.2 Vocational counseling
4.1 Testing	3.9 Assistance with personal problems
2.2 Substitute teaching	2.9 Administrative assistance
3.5 Recruitment	2.4 Home visitations

30. If your program does have a guidance counselor, how often do your students' meet with him? (Please check one)

3.0% Never
24.2% About once a week
45.5% About once a month
27.3% About once a term

31. If your program does have a guidance counselor, does the counselor confer with you after he has seen the student? (Please check one)

3.0% Never
24.2% Sometimes
26.3% Often
46.5% Always

32. Do you feel that the guidance counselor in an ABE program should confer with the teacher in private concerning a student? (Check one)

0% Never
29.8% sometimes
31.6% Often
38.6% Always

33. Does your ABE program have teacher aides? yes44.5% no55.5%

34. If you answered "yes" to question 33, do you use teacher aides? yes41.9% no 12.8%

35. If you have answered "yes" to question 34, how do you use teacher aides? (Flease check the appropriate blanks)

41.1 To assist in individualizing instruction .
11.3 To correct tests.
15.3 Clerical record keeping.
14.5 Preparation of slides, transparencies or other AV material.
8.9 As language interpreters.
20.2 As small group discussion leaders.
2.4 Other. Please explain _____

_____

36. Beginning with the most pressing, what are the critical problems you face as an ABE teacher? (Use the reverse side of this paper if more room is needed)

lack of material

attendance

various levels of ability

37. How do you feel that the Bureau of Civic Education of the State Department of Education could help in the resolution of these problems?

provide for the standardization of tests

As explained in the cover letter, your signature is optional.

_____(Signature)

_____(City in which you teach ABE)

COUNSELOR QUESTIONNAIRE

27 COUNSELORS RESPONDED

Adult Basic Education Evaluation
Conducted by
University of Massachusetts
and
National Association for Public & Continuing Adult Education

Exhibit E

1. What is your age? 42.48 Sex 23 Male 4 Female

2. Education: (Please check highest degree attained)

H.S. 0 A.A. 0 B.A. or B.S. 23.1% M.A. or M.S. 57.7%
6th year professional diploma or C.A.G.S. 15.4% PhD or EdD. 3.8%

3. When were you hired for the 1969-70 ABE program? (Please check the appropriate blank)

88.5% In September, 1969
3.8% In October, 1969
3.8% In November, 1969
3.8% In December, 1969
3.8% In January, 1970

4. How many years, including 1969-70, have you been an ABE counselor?
3.13

5. Have you ever been employed as a regularly scheduled ABE teacher? yes 33.3% no 66.7%

6. If you have answered "yes" to question 5, how many years did you teach a regularly scheduled ABE class? 2.66

7. (Please check the appropriate blanks) In addition to your ABE responsibilities, are you currently employed as a A.)day school teacher? yes 6 no 4
B.)day school guidance counselor? yes 13 no 4
C.)day school principal? yes 3 no 6
D.)day school administrator? yes 2 no 5

8. If you are currently employed as a day school counselor, teacher, principal or supervisor in addition to your responsibilities to your ABE program, please check your grade level.

7 Elementary
10 Secondary

9. As an ABE guidance counselor, do you determine initial grade placement for the ABE students? yes 69.6% no 30.4%

10. If you have answered "yes" to question 9, how do you determine initial grade placement for your ABE students? (Please check one or more)

75% Standardized test(s). If so, which one(s) _____
19% Counselor made test(s). If so, please describe. _____
70% Conference with the student
Other. If so, please describe. _____

11. How is a student's progress with his class measured? (Please check one or more)

73% Standardized test, If so, which one(s)? _____

15% Counselor made test. If so, please describe. _____

40% Teacher made test. If so, please describe. _____

60% Conference with the student

____ Other, If so, please describe. _____

12. During the school year, are students moved, either higher or lower, from one class to another? yes91.7% no8.3%

13. If you have answered "yes" to question 12, on what basis is student movement determined? Counselor and/or Director recommendation.

14. Have you ever attended an "in-service" training programs for Adult Basic Education guidance counselors? yes32% no 68%

15. If you have answered "yes" to question 14, how essential do you feel that it was for you? (Please check one)

4 Absolutely essential
24 Essential
4 Not very essential
____ Absolutely essential

16. Have you ever attended a Summer Institute for Adult Basic Education Guidance Counselors? yes33.5% no 62.5%

17. If you have answered "yes" to question 16, how essential do you feel it was for you? (Please check one)

4.2% Absolutely essential
29.2% Essential
4.2%
____ Not very essential

____ Absolutely non-essential

18. If you have answered "yes" to question 16, when and where was it?

When_____ Where _____

19. Have you ever attended a Summer Institute for Adult Basic Education Teachers?
yes 21.7% no 78.3%

20. Have you ever attended a Summer Institute for Adult Basic Education Directors?
yes 9.1% no 90.9%

21. How often do you confer with counselors from the following agencies? (Please check the appropriate blanks.)

MDTA (Manpower Development Training Act)
never 33.3% sometimes 50.0% often 16.7¢

WIN (Work Incentive)
never 73.7% sometimes 21.1% often 5.3%

CEP (Concentrated Employment Program)
never 68.4% sometimes 26.3% often 5.3%

CAP (Community Action Program)
never 25.0% sometimes 50.0% often 25.0%

DES (Division of Employment Security)
never 24.0% sometimes 40.0% often 36.0%

22. Do you ever confer with counselors from any other agency dealing with educationally disadvantaged adults? yes 75.0% no 25.0% OR non-English speaking adults? yes 37.5% no 62.5%

23. If you have answered "yes" to either part of question 22, please list the agencies with which you deal.

a. Welfare _____
b. _____
c. _____

24. In your opinion, how many of the students in your ABE program participate for each of the following reasons?

INSTRUCTIONS: Using the following 5 point scale, write the number in the blank preceeding each item listed that indicates your opinion of the number of students in your ABE program participating for each reason listed. For example, if you feel that almost all of the ABE students in your program are participating due to their concern for illiteracy, 5 would be written in the blank preceeding item a.

5 = Practically all
4 = Many
3 = About 1/2
2 = A few
1 = None

3.8 a. Concern for his illiteracy
2.9 b. Possibility of job improvement
2.1 c. To become a citizen
2.3 d. To be an example for his children
3.9 e. Self improvement
2.6 f. To get a job

25. In addition to those items listed in question 24, please list and describe any other reasons that may have motivated your students to participate in the ABE program.

a. Association with others

b. Chance for GED

c.

26. In column 1, list the main functions you perform as an ABE counselor. In column 2, list the percentage of time you spend carrying out these functions. In column 3, list the percentage of time you think should be spent carrying out these functions.

Column 1	Column 2	Column 3
a.		
b.		
c.		
d.		
e.		
	100%	100%

Comment :

27. How often do you confer with an ABE teacher concerning the problems of a student? (Please check the appropriate blank)

0 Never
16.9% Sometimes
72.0% Often
12.0% Always

28. Do you feel that a counselor should confer with a teacher concerning a student in his class? (Please check the appropriate blank)

4.0% Never
12.0% Sometimes
64.0% Often
20.0% Always

29. Rank in order of importance the most pressing problems you face as an ABE counselor. (Use the reverse side of this paper if additional room is needed)

Lack of proper tests and measurements

Inadequate funds for guidance services

30. Why do you feel that the Bureau of Civic Education of the State Department of Education is or is not helpful in the resolution of the problems listed in question 29? (Use the reverse side of this paper if more room is needed)

As explained in the cover letter, your signature is optional.

ERIC Clearinghouse
APR 28 1971
on Adult Education

_____(Signature)

_____(City in which you are an ABE counselor)